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ABSTRACT

Directed toward the training needs of distance education systems which are in a mixed stage of development, this three-part manual sets out training modules for an assortment of specialists currently contributing to distance learning systems. The first part discusses basic principles, including the aims of training, who should be trained, what they will be trained in, who will train them, how they will be trained, and where and for how long distance educators will be trained. Tasks and training needs as proposed in a report of an earlier APEID (Asia and the Pacific Programme of Educational Innovation in Development) regional seminar are appended to this section. The second section describes the training modules and how they are used and provides exemplar modules designed for the training of personnel involved in system administration, the production of correspondence materials, or the writing of scripts for educational radio or television. Orientation materials for distance learners and their families are also provided. The third section contains examples of training modules and materials that can be used to supplement the workshop programs, including bulletins, newsletters, journals, conferences, a mid-career training program for distance education personnel, and preservice and broadcast study programs. A glossary of 17 distance education terms concludes the manual. (RP)

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Asia and the Pacific Programme of Educational Innovation for Development

Training Manual

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of Educational Innovation for Development

DISTANCE LEARNING SYSTEMS AND STRUCTURES:

Training Manual

Report of a Sub-Regional Training Workshop
Colombo, Sri Lanka, 5 - 18 July 1984

Volume II

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TRAINING FOR DISTANCE EDUCATION: INTRODUCTION

Although distance learning in the forms both of correspondence schools and schools radio has been present in the Asia-Pacific region for decades past, the last few years have seen emerge more precisely structured, more deliberately conceived distance education systems. There have been developments in print-based materials resulting from clearer ideas about instructional methodology, and in educational telecommunications resulting from the applications of television, satellite and computer technologies to learning and teaching.

Substantial institutional developments have occured. Many of these have been in higher education 'open universities', so-called because they relax student entry requirements, adapt the structure of the curriculum to the needs of adult students, add to their degrees and diplomas other non-formal socially-worthwhile programmes and teach through media that are public to everyone, especially television and radio. Teacher education, based in Ministry special units or teachers colleges, has adopted distance education as an important means of development. In the school area development has been less spectacular but is increasing. Correspondence schools have been revitalized and modernized, extending their clientele, accumulating wider social purposes, broadening their range and improving the quality of their teaching. Broadcasting authorities have become more conscious of their educational role and more professional in the educative programmes they produce, whether they are providing services to school and universities or are fulfilling a responsibility to educate the public about broad social issues. All these ventures depend for their effectiveness on well trained, enthusiastic personnel.

The success of the major distance education operations, based in schools and other institutions, and with long term intentions, has attracted interest in the scope that distance education has for shorter-term purposes. The capability of distance education to devise and disseminate efficiently, quickly and economically programmes that deal with specific educational problems – an urgent curriculum change, teacher retraining, and sensitizing of non-professionals (and some traditional senior professionals!) towards new concepts of education, has been recognized. Some distance education operations are urgent projects, designed to make an impact throughout an area where inaccessibility delays and deters change or where a largely intractable problem might respond to a dynamic change of tactics. Without creating an elaborate institutional structure, a ministry may wish to mount a short-term operation, using the skills which they recognize distance education methodologies have to offer. But they require a well trained, enthusiastic task force to carry them out.

The skills of those who create learning at a distance are specialized skills. To some extent they are extensions of existing professional skills which good teachers, writers, editors, broadcasters, administrators and managers have. But whereas those skills are normally employed in a limited and specific professional context, in dis-

tance education they are used in collaboration with other professionals. Training in distance education for the most part, therefore, is to enable men and women to enhance skills they already have and apply them collaboratively with others.

But professional training (or retraining) is not just for one permanent role, but is part of continuing professional education and career development. At the initial stage, as a beginner in distance education or as a member of a short-term project, the person to be trained needs to identify which of his existing professional ideas have most relevance, what particular emphasis and skills development they may need and where they fit into the new scenario. But if individuals continue further in distance learning programmes (or if the in programmes grow and make greater demands of specialism, sophistication and leadership) they may soon need more advanced training. Beyond that, there is the prospect of full professionalism as a distance educator to enable the person who began as teacher, broadcaster or manager to engage permanently in distance education as a lifelong career.

This manual is directed towards the training needs of distance learning systems which are at the present, mixed, stage of development when some programmes are temporary but others are permanent, when some are in the planning stage, some very recent but others are already well established. It assumes the pre-existence of certain skills and capabilities which have led to the selection of individuals for work in distance education and therefore for training in particular tasks. It concentrates on the 'workshop' form of training.

It does consider pre-service training for distance education but only as a future prospect and scarcely yet a present reality. Perhaps sometime in the future when distance learning systems and structures are an inevitable part of every general education system, distance teacher education may become an option in ordinary teacher education – but that is not yet the case in the Asia-Pacific region.

The structure of the training manual

The manual sets out training modules i.e. 'workshop' programmes for an assortment of specialists currently contributing to distance learning systems as we know them. It envisages that short-term workshop training for distance education systems will remain vital. However some persons now see themselves committed to professional careers in distance learning systems, for which they need training and professional development to assure them of rank and prestige comparable to colleagues who continue in more traditional realms of education. They will need further training of other kinds.

APEID has conducted several recent study group meetings on distance learning. Some of the content of the manual and its modules draws upon the achievements of that series of meetings. It follows, but supplements, the indications for training which they have given.

The simple set of questions posed at one such a meeting (to determine the scope and design for a sub-regional training seminar for national officials and specialists for distance learning) gives a framework for the first section of the manual. Each question generates ideas, discussion and some principles which can guide the design of training programmes:

Why should there be training? What aims does it have, what needs must the system, and the workshop director on its behalf, try to fulfil?

Who should be trained? Who are the target clientele for training?

Who will train them? What resources of personnel and material would be needed for training?

What will they be trained in? What are the professional tasks and training needs of distance educators?

How will they train? What content should be covered and what processes would facilitate it acquisition? What follows?

Where and for how long will they be trained?

These questions help to clarify not only distance education's special attributes but the issues of aims, target clientele, training needs, and resources, both human and physical, that must be considered by the director of a training workshop and by the distance education system itself. These principles form a section of the manual that can be drawn upon as resource material for workshops.

Training modules: Recognizing however that the task of organizing training is often an extra responsibility of someone senior, or his nominee, who has little spare time and who lacks the universal expertise to conduct workshops for every personnel category, training modules, i.e. detailed workshop designs for particular categories of distance education personnel, have been prepared.*

Other forms of training: Not all training is conducted in workshops. The final section of the manual examines the purposes and means of implementation of several other forms of training, some of which would follow up workshop training. Several such forms of training could recur as a career in distance education develops.

Such a manual must be temporary. It deals only with present needs in distance education. But throughout, it considers a later stage when distance education will be a larger part of national education systems for which educators may train from the beginning of their careers.

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* These modules were drafted by participants of the 1984 APEID Sub-regional Training Workshop (Colombo) on Distance Learning Systems and Structures and are currently being tested in follow-up workshops, and are being revised.

A: PRINCIPLES

The following sectors provide a rationale for distance education training, explaining why it is important (having explained why distance education is important), what are significant characteristics (the personnel profiles) or personnel currently needing distance education training, and looking forward to the emergence of a lifelong profession (with its own continuing education) of distance educator.

1. Why should there be training for distance education?

What needs must the system and the workshop director on its behalf try to fulfil?

Key points:

- Distance education is a resource for development.
- It can be defined as:

  'The systematic use of carefully prepared print and other media to bridge the separation between learner and educator and ensure support as the learner studies.'
- The efficiency of distance education helps overcome the doubts of traditional educators.
- To become distance educators, already skilled teachers and broadcasters need extra skills.
- Systematic training is the source of skills and attitudes needed for efficient distance education.

Workshop ideas:

- Use the section 'What is distance education?' as workshop resource material for defining 'distance education'.
- Use diagrams 1 and 2 to illustrate 'systems' approaches to distance teaching and learning.
- Use the section 'Why should there be enthusiasm for distance education?' to discuss the pro's and con's of distance education.

Distance education in the Asia-Pacific region offers exciting prospects for educational development. Although the Region has much experience, some of it long standing, of distance education, its full scope to make a large contribution to development has only recently been recognised. That scope results from developments within distance education itself. It has become systematic, positive, efficient.

It remains economical but achieves high standards. But its efficiency and its standards depend on competent and imaginative personnel. To carry out their work and fulfil their roles within quite complex distance education systems and support structures, they need training.

The question 'Why should there be training for distance education?' involves answers to some other questions: What is distance education? Why should there be enthusiasm for it? Why should training be singled out as a special need?

What is distance education?

Distance education is a term now used to describe a variety of educational programmes and activities. The major common features are that learner and teacher are physically separate but that deliberate efforts are made by educators to overcome this separation using a variety of media. To appreciate why distance education is making such a significant impact on educational development and therefore on training, a fuller meaning of the term is needed and it is necessary to expand these principal features and add others.

1. *The learner and the teacher are separate*

Not only is distance education free of the constraints that learner and teacher must be in the same classroom, it is free of constraints of time. Learning can take place from the instruction offered by the teacher, whenever the student chooses. Because distance education means that there are no limits of numbers as there are in a classroom, the same teacher's material can be used by many students; and because that teaching is chosen for its quality, more and more students can benefit from good quality teaching wherever they are and whenever they study.

2. *Learning at a distance is the result of deliberate efforts to provide alternative opportunities for education*

The trend is for national education authorities to adopt distance education as part of their educational services because it reaches afar and is economical. They require that it should fulfil national goals for education and meet public standards (unlike some private correspondence systems in the past which set their own standards). They therefore appoint or establish an agency which can devise an appropriate curriculum for distance learners. Sometimes the curriculum is the same as in ordinary schools; sometimes it is different but parallel; sometimes distance education is concerned with independent curricula for distance learners who have special needs, are in remote areas, are beyond school age, or have need of particular studies suited to their location and standards of previous training.

3. *Media are used*

Print is the most common medium usually for study guides and other written materials, sent through the mail. Broadcasting, both radio and television, is the other major medium. Cassettes, both audio and video-cassettes, can be part of the mail package especially if they are specially recorded for distance teaching. Sometimes cassettes contain recorded broadcasts that are made available at local centres

because local broadcasting reception is insufficient for effective transmission or broadcasting schedules cannot be met by students. Sometimes cassettes are recorded by teachers who want to store broadcasts for later use. Distance learning often involves using a mixture of media print, broadcasts, cassettes and other forms – each designed to complement the others.

4. *Distance education is systematic*

An important characteristic of distance education is that the entire instructional process is precisely designed as a system which flows from the teaching agency (and its teachers) through materials production and media to the learner; then the responses of students, their assignments of work, flow back through the system to the teachers and tutors who check that standards of good educational quality are met. These are illustrated by diagrams 1 and 2. Within the whole system are smaller systems, each with its objectives, outcomes and evaluation, whether for the design of materials, or their production and delivery or the training of personnel to work within the system.

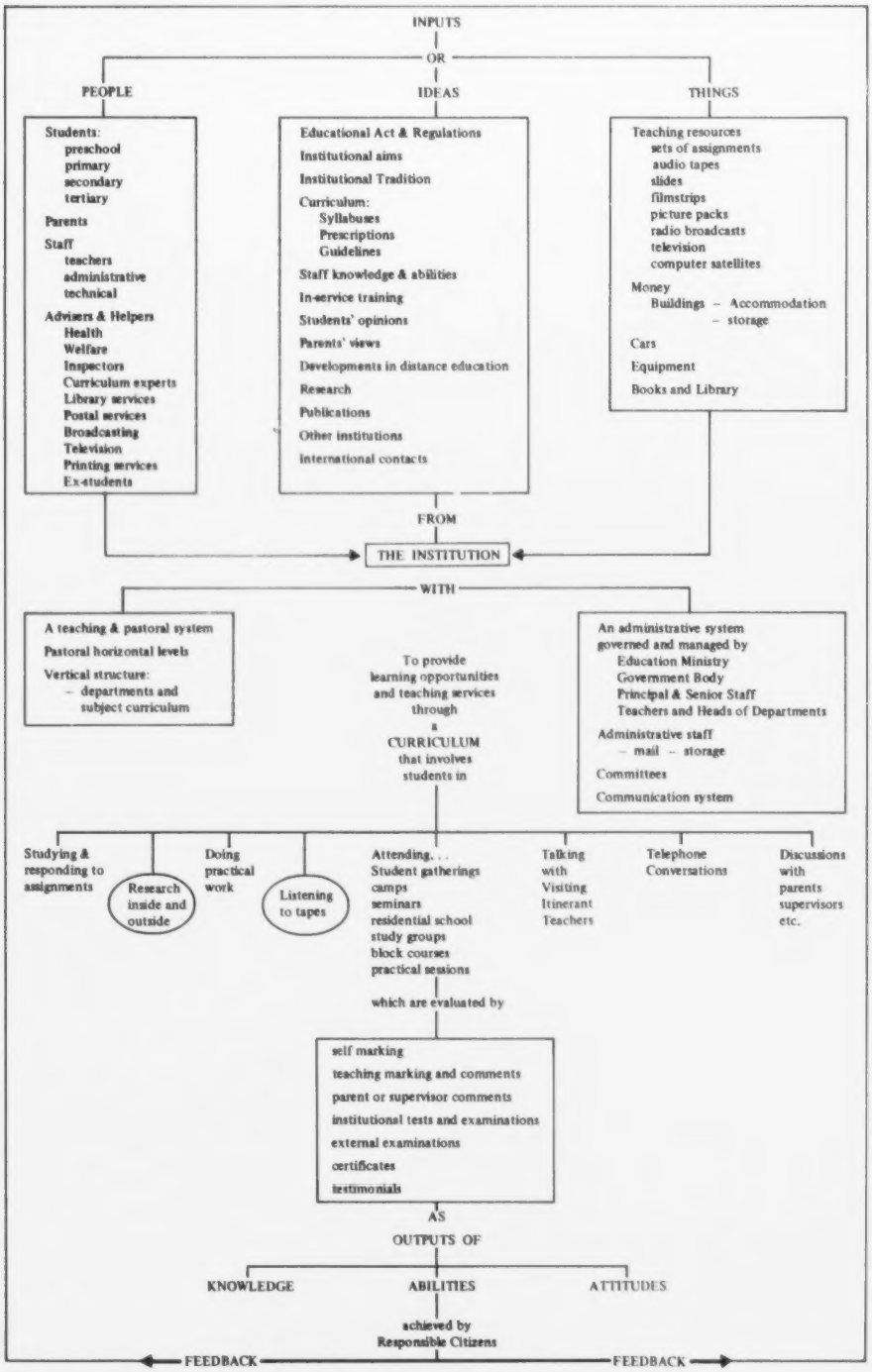
5. *Distance education systems expand into learner-support structures*

Although learner and teacher are separate, the learner need not be deprived of all the support that usually comes from the teacher. In some cases regional or local centres are set up to foster local support, invite local people to help and make extra study resources available. Other people can also give support. Among these are parents and families: they must find places for children to study, allow them time for study and encourage them even if their own level of education is surpassed by their children so that they cannot contribute knowledge. Other local people who have knowledge can be drawn upon. Such help can become part of the system. Once systems are well established, they tend to increase, expand and diversify their support services, using them to provide more individual care (and more face-to-face contact) for students. In time, support roles undertaken by present and past students also evolve and may become a significant way in which systems become self-sustaining.

6. *The careful design of modern distance education systems and structures differentiates them from earlier models of correspondence or broadcasting education.*

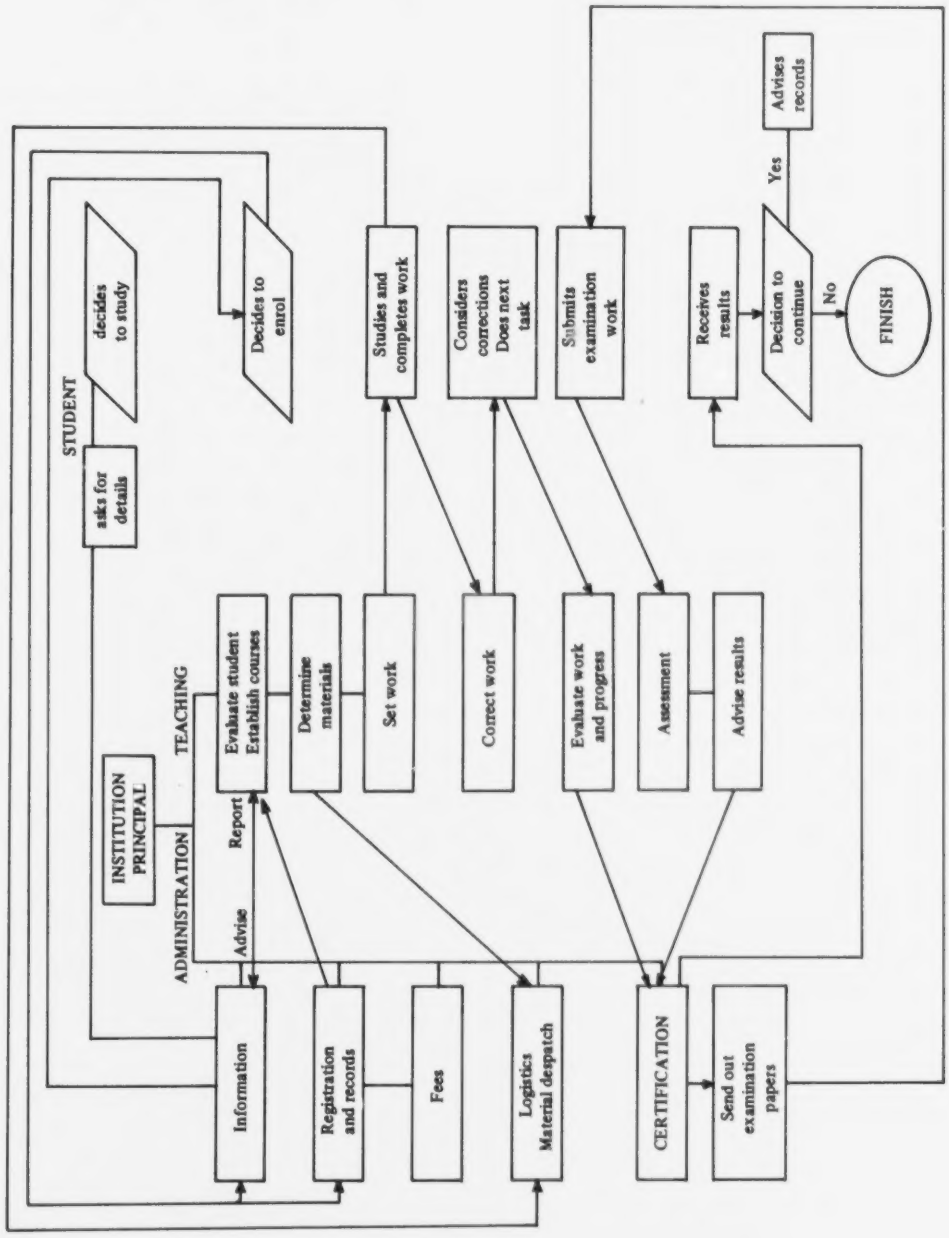
Distance education is a modern, novel and innovative form of education, but there are still educators who remain unconvinced of its quality, partly because they have little or no experience of distance education and trust only known models of education and partly because some poor correspondence institutions in the past brought the rest into disrepute. Without losing its economy as a means of providing education, contemporary distance education is characterised by its systematic quality control of standards and therefore is winning the struggle for good reputation and public esteem.

Figure 1. A DISTANCE EDUCATION SYSTEM



from APEID Study Group Meeting (Wellington, N.Z., 1982)
Distance Learning Systems and Structures: Guidelines.

Figure 2. A SYSTEM FOR LEARNING BY DISTANCE EDUCATION



from APEID Study Group Meeting (Wellington, N.Z., 1982)
Distance Learning Systems and Structures: Guidelines.

These points could be put together as a definition of distance education:

> 'The learner and the teacher are separate; learning at a distance is the result of deliberate efforts to provide alternative educational opportunities; media are used; distance education is systematic; distance education systems expand into learner-support structures; the careful design of distance education systems and structures differentiate them from earlier models of correspondence or broadcasting education.'

However this 'definition' of distance education leaves room for wide differences in organisation and practices. The distance education systems in the Asia-Pacific region differ from each other in the target clientele whom they serve, their scale of operations and the complexity of their systems and structures; but they are now a major factor in educational development in many countries.

Why should there be enthusiasm for distance education?

Enthusiasm for distance learning and recognition of its potential influence on present and future educational systems have been growing. Its ability to assist the universalization and democratization of education, to create educational opportunities for adults, to supplement the school programme where it is deficient, to improve the professional competence of teachers and to enable other professions to add knowledge to mid-career is now apparent.

Distance education therefore can be seen as a significant growth area in educational infrastructure; but some educators believe that enthusiasm should not outrun reality and that innovation and caution should go hand in hand.

Positive aspects are:

1. Distance education allows public education to extend its range economically and effectively to much larger, culturally very diverse populations of children and adults.
2. Teaching at a distance contributes to the democratization of education by enabling socially and educationally disadvantaged groups to achieve and express social and economic, as well as educational aspirations.
3. Some distance education follows closely the prescriptions of conventional teaching programmes but its well structured materials improve the quality of resource materials for conventional teaching, and stimulate innovation.
4. Not only educators and broadcasters but other professional people contribute to distance education and learn its methodology for their own purposes.
5. Distance education by its use of technology contributes to the technology culture of society.

However, enthusiasm may need to be tempered, because reservations are sometimes expressed:

Distance education

1. Some people believe that distance education should not be regarded as a replacement for classroom education but only as a support and stop-gap.

2. Some people would prefer that pilot projects be undertaken before large scale operations begin in order to develop quality and skill in distance education and ensure appreciation not only of its potentiality but its inherent problems and risks.

3. Some educators consider that distance education has difficulty in achieving teacher-pupil interaction as promptly as in the classroom situation, where teaching has an immediate impact and learning is guided by the teachers' knowledge of the learners' personalities and of the problems inherent in the current work. Counter arguments suggest that such ideal teaching may not occur very often in crowded classrooms with poorly trained teachers; and that distance educators are usually chosen for their previous experience with classroom learners, for their professional quality and for their training, so they are competent to make the distance learning situation educationally effective.

4. Some educators fear that the rapid introduction of some technology in education will make education dependent on alien software that might have undesirable effects. To avoid this problem the availability of locally produced, locally applicable software should be improved.

5. Some argue that the cost of distance education ventures should only be considered in relation to resources foregone for other ventures.

6. Some are worried in case projects in education do not have primarily educational criteria but are simply experimental applications to education of technology. They argue that high-cost technology ventures should be scrutinized to see whether similar satisfactory results can be achieved by lower-cost means.

The success of distance education programmes has allayed much of this anxiety; but some caution is based on concern that the best features of distance education should be present and assured:

7. There should be analysis not only of the purposes and potentiality of distance learning but its complex organizational requirements. For example, there should be sufficient administrative awareness and managerial infrastructure to ensure that materials reach target clientele, equipment is maintained, support services exist and operate, records are efficiently maintained.

8. The experience of existing distance education projects in the Region should be shared and evaluated.

9. Systematic evaluation should be built into new ventures in distance education.

Why should training be singled out as a special need?

Many distance education systems are new. Some are just beginning. Others have started but expect to expand the range and number of their clientele, some of whom pose fresh problems and call for fresh approaches. Other older systems are revitalising their activities. In each situation new staff are recruited and present personnel are called upon to undertake new professional roles and learn further professional skills. Training is the strategic way to inaugurate efficient new distance education systems, direct existing systems to further worthwhile activities and assure fresh quality and vigour in long established systems.

Many of the personnel employed in key positions in distance education have come to this activity following training and service in other sectors of education. They are expected when they assume their new responsibilities, to adapt to them promptly. Their training must therefore be short, precise and rapidly productive. The workshop of two or three weeks duration in which the learning processes obtain professional commitment to the new enterprise from the participants and induct them quickly and productively into their new roles is a common and useful form of training. It may rely on the known abilities of the participants but should give them concentrated experience of their new tasks.

To be effective, training, whether workshops or other kinds of training, must be planned. For training to be well planned by distance education staff in the midst of other competing activities means that some help is likely to be needed. A manual for training in distance education, that can be used whenever it is apparent that training would make an impact on staff efficiency, it likely to facilitate and stimulate distance education training especially if it draws on the experience of training already available to APEID member states in the Region.

2. Who should be trained?

Who are the target clientele for training?

Key points:

Most training is for professional personnel but some training (probably not workshops) must be for non-professionals

- the policy makers and planners whose activities include but extend beyond distance education
- the families and neighbours of distance learners, including local teachers
- distance learners themselves

Professional training in distance education is for:

- administrators; managers who maintain efficient systems; researcher's who evaluate progress and check new possibilities.

– specialists producing correspondence materials or in radio or television broadcasting, or other media or combination of media.

Distance education training modifies, adapts and supplements professional skills. It affects attitudes because distance educators work innovatively and collaboratively.

Distance education as a lifelong profession is an emerging concept.

Workshop ideas:

– Ask distance educators to discuss what skills and attitudes they want distance learners to have.

– Ask them whether (and how) their materials and services contribute to the presence of those skills and attitudes.

– Ask them to define the characteristics of the distance education profession. How separate a profession should it be?

– Discuss what steps are needed for the distance education profession to develop further?

Distance education systems employ a variety of personnel in a wide range of professional tasks. Systems also involve the participation of non-professionals, learners, parents, members of their local communities who have roles that contribute to the working of the system. Training, although it is primarily designed for the professionals, can extend to these others. Before considering the main target clientele for training, that is the distance education professionals, some consideration of the others is needed.

Non-professionals and distance education training

Several kinds of people who are not professional distance educators can have decisive influence on the way the system works. There are the policy makers who prompt the establishment of distance education and encourage its growth by the allocation of resources. There are the students at the receiving end, children working at study materials, inadequately trained teachers studying to up-grade their qualifications and other clientele whom distance education services. In their interests, to gain support for their efforts, the system reaches out to other persons in their local communities. The parents of school children who study at a distance may not be able to assist them with the content of their courses if the parents themselves lack education, but they have important responsibilities in ensuring that their children are provided with the time, the place, the materials which enable them to concentrate on their studies. There may be others in the community with helpful knowledge: health and agricultural officers, teachers in a different level of school, who can be asked to help. One of these, or a parent, or a local official or a teacher taking responsibility through a wide geographical area, may act as a local resource

person, help distribute extra study materials, organise study circles, manage a study centre which students can visit. They all contribute to the well being of distance education systems. To fulfil their roles effectively they need help. However not all would benefit from training as it is usually understood, in the form of courses or workshops.

i. For policy makers the process may be better described as sensitization, inputs of ideas that keep them aware of the benefits of distance education, how those benefits are achieved and how they can be fostered.

ii. Pupils and students should receive advice and information within their study materials about the way their role as a distance learner differs from the classroom learner. But occasional workshops can be very helpful for them in providing the opportunity to plan their programmes of study, to learn how to use local resources more effectively and to understand better the process of education of which they are members. Such occasions also provide opportunities for co-curricular activities, for which distance education study material rarely provides a substitute.

In earlier APEID material defining roles, tasks and training needs (i.e. the schedules prepared by 1983 Islamabad Seminar on Training of Personnel for Distance Education, reprinted as an appendix to this section of this Manual), the policy-maker was included with 'administrators' and no schedule was drawn up for learners, their families or other members of their local communities (nor for personnel concerned with new forms of telecommunications!).

Among these non-professionals, a table of the 'tasks that characterise their roles' and the 'training needs' that can be identified, would be as follows:—

Role	*Tasks*	*Training needs*
Policy Maker	Decision making about establishing distance education systems; persuades policy making colleagues about advantages.	'Sensitization' to advantages of distance education.
		Knowledge of outline of systems and structures.
	Monitors progress of system controls financial allocations.	Knowledge of cost benefit account of distance education.
Learner	Obtain study resources place, equipment, time fees.	Study skills
	Manage learning tasks.	Knowledge of local resources (persons, materials information sources)
	Decide courses, contribute to peer group activities, whenever possible.	Knowledge of curriculum information about other distance learners.

Role	*Tasks*	*Training needs*
		Knowledge of local support system.
Parents & family	Provide physical requirements (place of study and for keeping study materials safe) writing materials, light, heat, radio, T.V. Supervise learners schedule of study, assignments tc. Adopt encouraging attitude. Provide information/ideas from own education if possible and from other sources. Monitor cultural/ethical/social appropriateness of material. Provide co-curricular needs. Contact organisations, resource persons on learners behalf.	Awareness of distance education. Knowledge of relevant local resources and support systems. Knowledge of outline curriculum requirements.
Other community resource persons (teachers at other levels, health, workers).	Provide alternative study location. Provide study resources information and materials. Provide experience of practical situations. Adopt encouraging attitude. Contact logistic communication/support systems.	Sensitivity/awareness of distance education Awareness of relevant local resources. Knowledge of curriculum material. Knowledge of delivery system.
Local community leaders	Encourage distance education as part of education system. Marshal local resources/personnel to assist learners.	Sensitivity/awareness of distance education. Knowledge of relevant local resources.

Role	*Tasks*	*Training needs*
	Check and improve logistic/ communication systems.	Knowledge of delivery systems.
	Provide study resource information and materials and experiential/practical situations.	

Distance education professionals and their training

There are several identifiable groups of professional distance education personnel for whom further training is desirable. As they have been categorised by the 1983 APEID Regional Seminar in Islamabad on Training of Personnel for Distance Education, they are:–

1. Planners, administrators and researchers.
2. Personnel related to the production of correspondence materials. These include curriculum designers, writers, reviewers, editors, course co-ordinators, tutors and evaluators.
3. Personnel related to the production of radio broadcasts. These include script writers, producers, programme evaluators, utilizers.
4. Personnel related to the production of TV programmes. These include producers, script writers, designers of various kinds, various effects personnel, utilizers and evaluators.
5. Multi-media personnel who include many of the other personnel and producers, script writers and technical staff who have particular tasks and training needs related to integration of media.

If training is to be designed to suit the needs of this professional community, there are a number of factors about them which should be considered:

A. *A wide range of professional people employed in distance education extend their already familiar roles and tasks.*

Distance education recruits professional staff who have already shown competence in one or other of the activities or media which it then combines for its form and purposes. Training for distance education adapts their skills to new ends.

When printed material is used for distance education it must teach either without a teacher being present or facilitate a wider range of teaching from teachers who otherwise lack sufficient knowledge or training. Distance education recruits good teachers who are accustomed to face-to-face delivery; or text book writers who expect their books to be in the hands of fully trained teachers. As distance educa-

tors they must achieve their objectives by creating material which stands alone. Their materials must themselves be interactive and obtain responses from distance learners comparable to the responses expected from students in class. The design of such interactive print materials also puts additional demands on the customary skills of editors, illustrators and printers. Distance education printed materials which are usually issued as a series at intervals, must be delivered safely to students, often despite an unreliable mail system.

The use of radio and television in education is well established and some training is available even at the level of pre-service teacher education. Much of that training however is for situations where the broadcaster provides broadcast resource materials to which printed support material is sometime added but stands apart from any of the other teaching-learning processes which the curriculum and the teachers provide. The expansion of distance education has challenged the autonomy of educational broadcasting. Broadcasters with little or no previous training as educators now work in close association with professional teachers as members of distance education curriculum teams and provide integral elements of the courses. In some systems broadcasting, especially radio broadcasting, has become more interactive. Two-way transmission as a way of obtaining feedback from distance learners is a development which brings learners closer to their distance education tutors. As more sophisticated telecommunication facilities appear their applications to education, especially distance education, become evident. Teletutorials, satellite transmission, computer-aided instruction are already affecting distance education in some parts of the Asia-Pacific region, and are making their impact on the imagination and eventually the training of distance education personnel.

New distance education systems are now considered as systems with various sub-systems, to which in time other sub-systems (for example local support services which may not have been part of the original system) may be added as programmes expand. Existing systems are expanding their scale of operations, their variety of students and their mixture of learning materials and support structures. Planners and administrators whose earliest training and experience may have included no awareness (except some that was derogatory) of distance education now face the task of employing it as a resource. Even to register distance learners and keep their records, to ensure a regular supply of learning materials to and from them, to arrange examinations if their courses are examinable, calls for managerial skills that are much greater than those required of most school system managers. Education has a conservative aspect that makes educators and societies alike hesitate about a form of education that has hitherto been disparaged. There is a task for planners, administrators, and all others who undertake a professional role either in distance learning systems or the structures which support them, to gain professional and public approval for their activities. To secure that approval, they must be efficient and successful; to achieve those qualities training is needed that is comprehensive. Distance educators themselves accept their work as worthwhile but may not immediately recognise its inherent systematic complexity. As it becomes more complex and technical in its applications and internal workings, their tasks become more extensive; they need to meet new challenges of technology, new challenges posed by new subjects and new clientele. While the tasks of initiating new distance educa-

tion enterprises may be diminishing because so many countries have now set up distance educations operations, the tasks of further development remain.

As systems expand, they and their personnel must keep pace professionally. Evolving complexity and the need to revitalize the systems pose problems of further training at a later career point for the distance educator.

B. *Distance education personnel usually have previous training, etc, but need extra, usually short-term in-service, training so that they can adapt to particular tasks in distance education.*

For the time being, most training in distance education involves educators and broadcasters who already have foundation training and experience in these fields. Given the present state of pre-service professional training in teaching and broadcasting, few if any of the professionals recruited into distance learning system will orginally have been trained as specialists for that work. In time, as distance education becomes accepted as part of the regular provision of educational systems, pre-service teacher education may include distance learning as part of education foundation courses. Very soon the value of introductory distance education studies in teacher education may be perceived. Many teachers now can expect to become distance learners for their own professional, in-service, continuing education; many will fulfil roles as support staff for distance education students, as tutors or facilitators. Some will eventually join the staff of distance education institutions. Their experience may accelerate the provision of preservice courses.

For the time being, however, few who become distance educators are originally trained to work in such systems. But most of them do have training as teachers or broadcasters. This can be both a help and a hindrance. It helps that basic professional ideas are well established; it hinders that educational ideas may be out-of-date in respect of the advances in instructional methodology on which effective distance education depends or, in broadcasting, that they may be concerned with general rather than specific audience appeal.

C. *Personnel profiles for distance education should not only include professional skills but responsiveness to innovation and capacity to work collaboratively.*

Training for distance education helps create new personnel profiles in education, ones which reflect the innovative quality of distance education (and the goals of APEID). The personnel profiles of distance educators have several common characteristics. All are engaged in an activity which is innovative in style but may be regarded with anxiety by conventional educators. Their work commits them to membership of complex teams of administrators, materials producers, managers, support staff whose various activities all contribute to the focal point of the distance education system, the learner. Their activities, their successes and failures, are public so that the quality of their courses is open to the scrutiny of their colleagues, while the quality of much conventional teaching remains hidden inside the classroom. They are required to acquire new skills, or new forms of familiar skills in order to move into distance education. They are expected to undergo training

which enables them to perceive their own roles in the context of the roles of many other diverse colleagues. They train to perform well in skills which are designed to fit together with the skills of their colleagues. Training therefore has both foundation and specialist aspects, technical and attitudinal dimensions. It should help develop awareness and commitment to the purposes of distance education as well as lead to the acquisition of skills. Some of that awareness will arise if training programmes create feelings of personal involvement, adventure into innovative practice, experience of satisfaction using new skills and techniques, consciousness of the rigour maintained when training objectives are set and achieved. Training for distance education is an aspect of the training of educational personnel for social change on whom much wider innovation and development depend.

D. *Distance education does not yet provide a full career for personnel but is tending towards that situation.*

For some personnel distance education is a temporary phase at some point in a career. Some enter mid-career and some among them remain, eventually seeking further training, qualifications and promotion. But as pre-service training in Distance education is lacking few if any professional distance education staff spend their professional lives in distance learning systems.

Has a career of distance educator yet emerged? The achievement of effectiveness in a distance education role should have career implications. Will the distance education professional remain a distance educator. If distance education is regarded as an emergency system, calling on men and women of talent and imagination to use their flair to start up the system, it will serve them only as an exciting episode. Success in distance education tasks and responsibilities may lead the professional person who has come into distance education from teaching or broadcasting back to new career tasks in his original profession. Teaching, educational publishing and broadcasting all have extended career patterns. If however the initial distance education programme is regarded as a pilot scheme from which other ventures are expected to follow, two developments seem likely. Those who are its originators may continue to find challenges for their talents and scope for professional advancement. Alongside them will gather a worthwhile company of personnel, capable of maintaining and developing a system (and their own careers) once the pioneering has been done. There will be a period – it has already begun in some countries in the Asia-Pacific Region – of transition from distance education as an enterprise which draws in personnel temporarily, whose career pattern causes them to traffic in and out of distance education, or as an established part of the education system which attracts careerists who wish to spend their entire professional lives in its service.

The transition will never be complete; no profession or part of a profession is so self-contained. But while we consider training to achieve the necessary personnel profiles of new distance education ventures as mid-career training for established professional people, it is also necessary to consider distance education training as a recurrent activity for different phases of careers entirely, or very largely, in distance education.

A personnel profile considers the attitudes of a person at a particular stage and with a particular role in an activity. Distance educators are instances of the new personnel profiles which are significant if its form of education innovation is to contribute to development. But there is a further concept, that of 'career profile', the successive stages of professional growth and development by which someone who undertakes an innovative role, as distance educators do, continues with that innovation and while maintaining the momentum of development of the innovation achieves momentum and progress in his/her own personal career, sometimes shifting role within distance education.

Whatever the successive roles, there should be an over-arching self concept of what it is to be a distance educator. Some of the attributes can already be recognised. The best qualities of an educator are part of it, but distance educators must be able to free themselves from the constraints of thinking in classroom terms. They must be able to locate ideas and practices of education outside formal institutions but within the boundaries of society and the standards it sets for education.

In addition to possessing these attributes, and the ability to work collaboratively with colleagues with many different skills, the distance educator may look towards association with distance education colleagues at home, in neighbouring countries and in a wider international setting, for the exchange of professional ideas and the development of fresh theoretical bases for the systems and practices of his profession. Training should include some recognition of the progressive stages towards greater professionalism, and eventually towards a sufficiently distinctive profession that some will enter as their first chosen career.

While such 'career profiles' are more for the future than the present, they should not be ignored. They imply training activities beyond the range of those hitherto considered at APEID meetings, perhaps beyond the scope of a manual at this time, but already in prospect in some Member States. One important missing element in training for lifelong service in distance education is pre-service teacher education for distance educators, which may not be far away. There already exists, sometimes in distance education form, modules about tutoring for distance education in adult education training programmes or about distance teaching in one of the all-too-rare tertiary level, mid career, teacher training programmes. There are already mid-career diplomas in distance education which presume (as do the staff responsible for inducting new staff in the larger correspondence schools) that many who now undertake professional work in distance education do so permanently, not temporarily.

3. For what should they be trained?

What are the categories of personnel in distance education, the tasks they perform and, therefore, what are their training needs?

Key points:

- If training is to be efficient, training needs must be precisely stated.
- Different methods can be used to elicit training needs.
- Lists exist in APEID material of personnel categories, tasks and training needs.

Existing lists must be adapted to suit the especial situation of particular programmes.

Workshop ideas:

- Devise (or check) the list of training needs which your workshop is concerned with.
- Use some of the suggested methods (task analysis, performance profiles, brainstorming, etc.) as workshop exercises to develop precise lists of your system's training needs.
- Is the 'knowledge: attitude: skills' form of statement of needs more help than an unclassified list (as in the Appendix)? Ask workshop members when they discuss training needs.

Among the strategies for ensuring that worthwhile changes occur, training is one of the most common. Once an innovation has obtained the commitment of its personnel in their words and thoughts as well as their deeds and tasks, it has a much better chance of becoming established and spreading. Training can provide not only the required skills but the sense of purpose on which commitment depends. Training for distance education enables personnel to carry out their specific tasks, understand how their work relates to the tasks of others and how their collaborative efforts ensure the success of the distance education enterprise. To develop training as an effective and efficient means for the improvement of personnel capabilities, training needs must be precisely identified. Various techniques for ascertaining training needs can be employed, so that the tasks and training need dimensions of the personnel profiles of distance educators in any particular system can be determined and the appropriate levels of knowledge, attitudes and skills for any training programme can be established.

Identifying training needs. Methods that have been used to identify training needs include:

1. **Report and analysis of tasks and problems:** Some method, e.g. a questionnaire or a workshop, enables personnel performing particular roles to list their present functions (and anticipated functions if their role is to develop and change) and their related problems. Common problems then imply and suggest training needs.

2. **Studies of successful performers:** Individual profiles of the characteristics and behaviour of effective distance educators indicate the special qualities to be encouraged and developed by training.

3. **Review of literature:** Much has been written about distance education and the roles of personnel, from which lists of tasks and training needs to suit particular systems can be devised.

4. **Critical incident analysis:** The behaviour of individuals in a particular situation is analysed in terms of the consequences, and the effectiveness or otherwise of the behaviour, as reported by those involved and by independent observers. Productive behaviour is an objective of training programmes.

5. **Brainstorming:** Experienced people are called together and asked spontaneously and without argument or fear of contradiction or criticism, as many ideas about training needs as come to mind, including those prompted by the ideas of the others. Initially quantity of ideas is sought. Afterward they are sifted, synthesized and examined.

Listing training needs: Several organisations and meetings, concerned with training have set out training needs in various ways. One recent APEID example (1983 Workshop (Manila) on Personnel Profiles and Training Plans, Content and Evaluation) used the form shown in the following example:

Personnel category	*Tasks*	*Training Needs*		
		Knowledge	*Attitudes*	*Skills*
Trainer/ Administrator	Planning	1. Principles of needs/ problems identification	Awareness of problems and difficulties faced by the country	Skills in writing measurable objectives
		2. Principles of measureable objective formulation	Appreciating need for prioritization of needs and problems	Skills in designing project/programme.
		3. Principles of generating alternative solutions	Appreciation of need for systematic planning and evaluation of such plan.	Skills in control, monitoring and follow up of project/programme
		4. Theories of research and evaluation		Skills in project/programme evaluation

Distance education

An alternative listing of personnel categories tasks and training needs specifically for distance education came from the 1983 APEID Regional Seminar (Islamabad) on Training of Personnel for Distance Education. It is appended to the first part of this Manual and separate personnel categories have been extracted from it as material for training modules for each particular personnel category.

However, in the context of any particular distance education operation and any training programme immediately in prospect, these job categories, task specifications and proposed training needs should be examined taking into account the following consideration.

1. **Do they fit the actual people?**

   Are the jobs of personnel for whom training is intended as clear as they are in the tables? Or does one person undertake several tasks? Or do members of a team share the jobs and the tasks, perhaps with the tasks allocated in different ways?

2. **Which tasks and training needs will have special emphasis?**

   Are there other training needs that should be added? Can any be deferred?

3. **If several personnel categories are combined for training, which sessions will be held in common and which separately?**

4. **Will all trainees have the same level of need?**

   Will some be reiterating ideas and experiences with which they are already familiar? What will they gain? Will they have a deliberate role as resource persons?

5. **How will these training activities contribute to the career development of the trainees?**

   Will training initiate them into new applications of known skills? Will they enable them to become more adventurous and innovative in tasks they have already been undertaking? Will they be examining the fundamental principles and practice of their tasks and broadening their professionalism?

6. **Who is omitted?**

   Apart from the professionals, others contribute to distance education. What information and training should there be for parents, resource groups in the community, the public who have expectations of other kind of educational provision? What is the role of students, especially adult students? Who takes care of co-curricular needs of distance education, school children? These issues were taken up in the previous chapter and their training needs set out according to the model of the professional categories listed by the Islamabad meeting. In some systems there may be other categories especially arising as systems grow to take in new clientele or adopt new technologies, for example the apolications of computers to distance learning.

4. Who will train distance educators?

What resources, or personnel and material, will be needed for training?

Key points:

- Distance education systems are either new or undergoing major revitalization therefore resource persons from those systems have recently been trained themselves, so their contribution helps develop and reinforce their own competence.
- Because systems are expanding much training is expected to lead to further training i.e. have a multiplier effect.
- Local expertise is preferable to imported expertise; expertise from regional neighbours is preferable to expertise from further away; however, imported resource persons can sometimes accelerate development but their contribution must be assessed for its local relevance.
- Resource persons must illustrate various attitudes needed by all distance education personnel such as skill, tolerance, co-operation, flexibility and innovation.

Workshop ideas:

- Recognize common lack of longstanding experience among trainees and resource persons.
- Encourage small groups using both resource persons and participants:
  - to illustrate and simulate 'team approach' commonly used in distance education
  - to provide enrichment for resource persons as well as training for newcomers
  - to test local validity of imported ideas, procedures, technology, etc.
- Discuss and expand the section on 'capabilities' of distance educators.

At present, there are few if any persons whose entire occupation is training distance education personnel. When distance education becomes a part of pre-service education for teachers or broadcasters, full time 'distance educator educators' may be appointed to the staffs of the appropriate training institutions. Since that has not yet happened, and since we remain primarily concerned in this manual with training that converts other professional knowledge and skills into distance educa-

tion knowledge and skills in relatively short term training operations such as workshops, one answer to the question 'who will train distance educators?' is 'other distance educators'. And there is then likely to be an even closer bond between those who practise and those who are learning to practise.

Much distance education training is for the early stages of development. Growth and expansion are expected, so those who now train will be expected to train new colleagues in the near future. And few of those who are the resource persons for training workshops do not benefit from the appraisal that distance education receives from recruits to distance education who already possess significant ideas about education or communications which they have developed in other situations.

The distance educator needs certain capabilities from the outset:

- Skill: The various technical skills must be of a high order since the product of distance education is visible (or audible) to a wider public than the enrolled learners. Good quality creates confidence and helps persuade the public that distance education deserves support.
- Tolerance: In the early days of any innovation, there will be adversities and anxieties to be faced, frustrations and delays to be tolerated. There are however enough examples of distance education systems, that have succeeded in face of such difficulties to justify the patience, confidence and optimism needed to face them.
- Co-operation: Few if any distance education roles can be carried out completely alone; most are in active collaboration with others, some of whom have quite different technical tasks.
- Flexibility: Apart from the initial adaptation from previous professional tasks to those of distance educator, collaboration with others in the early stages of an enterprise requires constant readjustment of role, task and function.
- Innovation: Distance education needs attitudes compatible with its own innovative quality. For distance educators, the innovation in their own lives may be the development not only of a new 'personnel profile' which they match, but also a new 'career profile' which carries forward their careers within distance education.

These are attributes which participants of any distance education workshop, whether they are originally trainees or resource persons can be expected to amplify and share. Some technical experts who are not in distance education may be called upon to instruct in particular technologies. Otherwise workshop training for distance education must depend on cross-fertilisation of ideas between distance education personnel, experienced or otherwise. Clearly there are implications in such a situation for the preparation and process of training. It is likely to be experiential and interactive in style and depend on activities and ideas stimulated in advance.

Where shall resource persons come from? As much as possible national or local training should rely on national or local personnel. An established distance education school system may help the training of a distance education university or vice versa. If no home system yet exists, the assistance of neighbour countries sharing similar problems of economic and social development, who have introduced distance education as a potential innovation for development, should be sought.

The role of the adviser from another country is limited in distance education. This is especially so at the school level or if distance education aims for community education where the problems relate to particular geographical or social complexity and where content may be especially language- or culture-specific. Where national or neighbouring resources are insufficient then by using consultants from further afield or by partnerships with particular institutions elsewhere, progress may be accelerated. Adaptation then becomes important so that the importation of distance education systematized and structured in the context of another country, and perhaps designed around the availability of particular materials and media, is not dysfunctional for the local situation and for its scenario for development. Since distance education now has many forms and examples in the Asia-Pacific Region, exchange of expertise of training and joint training activities among countries of the region is becoming more common and the reports of these meetings a useful resource in the development of national capability for training. Wherever they come from, distance education resource persons should be aiming for national self-sufficiency of training as an early, important objective.

5. How will distance educators train?

What content should be covered and what process would facilitate its acquisition? What follows?

Key points:

- Training should have a scale appropriate to the scale of the system, serve the interests of the system and individual, be a model of effectiveness, integrate with other training and lead to further professional development.
- While workshops are of major current interest in distance education training other forms of training should be considered, especially for further training.
- Content should include foundation studies of distance education and specialist study of particular skill(s).
- The training process should be effective, innovative and participatory in style and should aim not only for competence but professional satisfaction.
- Evaluation is a vital element for ensuring fruitfulness.

Workshop ideas:

- Check that a workshop is your best form of training. What other activities will help you continue the training process afterwards?
- Use the list of content items to plan your 'foundation' programme.
- Have you planned i) participation; ii) visits to centres; iii) practical work; iv) simulation exercises that engage the professional competence of the distance educators?
- Evaluation: is it being built in throughout the process?

Training for distance educators is the key to the establishment of effective and efficient new systems or the revitalisation of older forms of distance education where they perpetuate practices that inhibit rather than stimulate development. Training is a continuous process that not only reorientates educators, broadcasters and others who bring professional skills to new roles in distance education, but enables them to develop progressive roles and rewarding careers within distance education. And because the systems in which distance education occurs, the structures which support learners and the technologies by which communication improves are all evolving rapidly, training should be a constant concern at all levels of responsibility.

There can be no single methods of training for a variety of persons with a range of tasks, at different stages of their careers, some working temporarily, others permanently, some on short-term projects, others in fully-established distance education institutions. The likely prospect is that new distance education systems will become permanent, that projects will become programmes, that assignments will become careers. Training for any particular role is likely to be part of the developmental programme of a career in distance education.

It is therefore possible to suggest some key principles, some patterns of training and some specific activities from which training programmes can be devised to suit the needs of distance education systems and their personnel.

A. Principles

1. *The training programme must suit the scale and scope of the distance education operation for which it is intended.*

A temporary project may need only a single setting-up training period for all personnel to enable them to assume their appropriate roles in a team. For a large national distance education institution or network of institutions any national training may lead on to subsequent training for which the original activity is a model. Once a distance education system becomes permanent and large, it may need to appoint its own training superviser to monitor training needs and initiate workshops and other programmes throughout the organization.

2. *Training has two principal aspects: the needs of the distance education system and the needs of the individual personnel.*

While the initiative for training will usually come from the institution, individual performance or ambition may also prompt some activities. Training objectives are achieved not only in the performance requirements of the distance education system but by the satisfaction of personnel with their own levels of professional competence.

3. *Whenever possible, training should provide a model of the behaviour expected in the distance education system itself.*

Training should be systematic, concerned with setting aims and objectives, identifying appropriate target and resource personnel, assessing its proper content and the processes by which that content is experienced, so that the workshop fulfills the attitudes and expectations expressed by the system itself. Similarly concern for efficient management and respect for regular evaluation should be reflected in training, as they are essential ingredients in distance education itself.

4. *Training is a continuous process.*

Training programmes should combine training 'events' (courses workshops, etc.) with supplementary training activities (agenda items at staff meetings, newsletter items and training bulletins, and with supervision and assessment oriented towards improved performance, in order to sustain and increase the effects of training.

5. *Follow up evaluation is vital.*

Any formal training activity should have in-built concerns for follow-up checks that new practices and procedures are adopted, and that obligations to pass on ideas are effectively realized. In the career of professional persons training is cumulative; each training activity should progress from previous achievement and look forward to further personal development.

B. Patterns of training

Various strategies and devices are available to systems, including distance education systems, to enable them to achieve training that is effective for their needs. The following list is not intended to be exhaustive.

1. **Workshops:** At the present stage of distance education development, workshops are of prime significance. Their essential features are:–

   – training occurs among a group of the distance education system's own staff (unless it is the workshop of a wider regional system).

   – there can be some, but limited, input from outsiders.

   – it emphasises participation and activity.

   – it should have clear objectives and outcomes towards which the activity is directed.

- it should have scope for unpredicted development and unexpected outcomes, provided that they are consonant with the original objectives.

Apart from workshops, several other training activities can supplement the achievements of workshops, carry forward the development of a distance education system or develop the performance and competence of distance educators:

2. **Consultancy:** To inaugurate a new programme or aspect of a programme, experienced outside specialists (preferably from a national source) are called upon to formulate and carry out training programmes.

3. **Adoption:** An established distance education organization or institution acts as parent to a new organization, with continuous access of personnel in the new programme to their counterparts and colleagues in the others, backed by exchange visits.

4. **Attachments:** Personnel with particular tasks observe and work for a period in another programme where counterpart tasks are more fully developed.

5. **Visits:** A series of other programmes is visited: benefits are limited if there is too great disparity between the visitor's own programme and those visited. A source of fresh ideas, and fresh frustrations.

6. **Courses:** Programmes of predetermined inputs by specialists, perferably with phases of discussion and evaluation. Extended form may result in qualifications. Can be carried out, in part or in whole, using distance education; if so, can be print-based, broadcast or multi-media.

7. **Field staff programmes:** To involve local and regional support staff, parents, local officials; held where those people are, to suit their convenience. It is two-way training: local people are assisted in recognizing their roles; distance education professional staff gain insight into issues and problems at the receiver's end of the distance education learning process. They can be workshops but must usually be very short.

8. **In-house activities:** Newsletters and bulletins report new ideas. Staff meetings include agenda items proposing and discussing new techniques, or have special meetings for particular training purpose.

9. **Performance analysis:** Personnel undergo regular scrutiny, inspection, supervision for the purpose of identifying short-term training requirements which are then met.

10. **Professional associations:** Distance education now has its own professional organizations through which members exchange ideas, publish articles of specific interest to distance education specialists, hold meetings, promote research. These include the International Council for Distance education (ICDE) and several regional organizations. Some other professional organizations recognise distance educators as a special interest group among their membership.

11. **Manuals:** These record procedures, help orientate newly recruited personnel to established practices, remind established staff of unfamiliar parts of system, and provide content and design for training.

12. **Colleagues:** Much distance education training still results from groups of professionals trained in other activities jointly applying professional insights to the special requirements of distance education, and passing on their ideas to later recruits.

These various activities, workshops and others are the subject of greater detail, workshops in Part B and others in Part C of this Manual.

C. Content

Each training activity will have its content largely determined by the tasks and training needs of its particular role. However most training in distance education requires *foundation materials* to be considered. Such material, as suggested by the 1983 APEID meeting (Islamabad) on Training of Personnel for Distance Education, could include:

Items	*Details for specification*
1. Concept and scope of distance education.	What does it include? How does it differ from other forms/ delivery systems? How is it differentiated from 'open learning'? Is it a supplement or complement to, an enhancement or improvement over traditional education?
2. Beneficiaries categories.	Target groups and issues.
3. Media categories and combinations broadly divided into: (a) correspondence (b) multi-media	Listing of media with brief notes. Combination of the various media into systems with reference to the use of systems in the participating countries.
4. Structure, management, financing, local resource, support.	Diagrammatic presentation, elaboration of country's system, and of two or three others.

Items	*Details for specification*
5. Introduction to various stages of programme development.	
6. State of the art.	(i) Programmes and structures. (ii) World-wide situation.
7. Research on distance education.	What does research say about the effectiveness of distance education, learners psychology and needs?
8. Some immediate imperatives (what more needs to be done to improve this course in future, and for staff development?).	Some examples: (a) development of a manual (b) issue of a newsletter (c) in-service courses (d) observations of work in progress at the centre/countries.
9. Future possibilities.	A consideration of new media likely to become available and their applicability in distance education.
10. Research methods.	Surveying needs, evaluating outcomes.
11. Communication skills.	With other workers in a particular unit; with workers in other units within the same institution; with public, policy makers and administrators.

Content otherwise will be of specific concern to specialist participants. The foundation content can however be shared when several different categories of personnel undertake training together. Sometimes different categories will be brought together in a workshop that is for a particular sub-system of distance education for which the different categories usually combine their activities. Then content will need to be chosen that suits their several training needs and training activities which depend on collaboration.

D. Training Activities: process

Content needs to be communicated in ways which demonstrate the concern for effective and innovative pedagogy that is exemplified by distance teaching materials. The workshop with its emphasis on participant activity is a very suitable framework for training. Short-term episodic training must be economical of time and effort; that is to say, the efforts of participants must be fruitful. Objectives and outcomes must be specified, either in advance or during the workshop: their

achievement must be part of the evaluative process, as must be the satisfaction and professional pride of the participants in the work completed, the evident improvement of the performance of the participants after training and the realisation of any longer term goals, such as the initiation of a further reaching training process. To these the various activities should contribute whether they involve practical experiences in producing materials, editing, undertaking simulated and real broadcasts; or lecture presentations, panel discussion, buzz sessions, brainstorming, debates by which ideas are communicated in the exchange of words; or visits to distance learners, simulations of real experience or reports of direct experience through which participants can understand better the learners experience of distance education. Each phase of the workshop should be effectively managed to make its particular contribution to the total experience, the variety of situations, the expected outcomes and towards positive evaluation.

E. Evaluation

Evaluation is a major component of any educational activity and this is also true of workshop and other training programmes. To get adequate feed-back of information regarding the effectiveness of any training and development activity, there is need for both short-term and long-term evaluation.

Short-term evaluation is usually made at the end of training programmes to provide information for the improvement of each phase or activity. This makes use of a variety of evaluative devices such as pre- and post-tests, reaction sheets, group or individual interviews, questionnaires and general evaluative discussions. Long term evaluation should assess the impact of the training programme on the roles and duties of the participants, on their on-the-job situations and their eventual career development. To be truly useful for the improvement of the programme and for the planning of future activities, assessment must be made of all the elements of the training programme – its goals and objectives, its participants, resource staff and setting, its materials, methods and equipment, and its outcomes.

6. Where and for how long will distance educators be trained?

Key points:

- The location must suit the needs of the participants and the facility requirements of practical work.
- If possible, contact with students should be arranged.
- The duration should be practical i.e. it should allow the operation of the system to continue.
- A workshop is an episode in a continuing education programme for distance educators.

Workshop ideas:

- Does the location affect your logistics (transport, communication, typing, etc.)
- Are there unexpected benefits (additional resources, access to special situations, social possibilities)?
- Have you checked how time will fit the operation? Try checking from the conclusion, through the time required to finalize activities and reports, to check when the reporting stage should begin.

With the exception of regional workshops providing advanced level training for the development of distance education as a significant educational innovation for development, workshops are an activity conducted in the participants' home country. The form of most workshops is the application of knowledge and skills to the local scene. The crucial matter for the workshop planner is whether the workshop be conducted (where the distance education system has more than one location) at the headquarters where special technical facilities are available or in a distant locality where the experience of learners can be drawn upon. Logistic considerations usually result in a workshop being held at headquarters or nearby. But when learners, their parents and members of their communities must be involved, or when personnel who organise local support systems are the participants for training, it is valuable to hold workshops in locations where distance learning commonly occurs.

The duration of a workshop often depends more on practical factors such as the period which participants can be absent or the costs of accommodation, than the extent of the content and the time-needs for fully experiencing the intended process. Once the acceptable time has been decided, detailed programme planning can take place, part of which will be to establish priorities among training needs to give preference to those which are most important and can be achieved in the available time, and those of lesser importance that must be deferred.

It is fitting that this section of the manual on principles should conclude on this practical note. A manual is a practical document intended to assist someone busy with other responsibilities in drawing up training programmes especially for a workshop. It should help that person complete his task effectively and economically in time and effort.

Appendix. Tasks and Training Needs (as proposed in *Training of Personnel for Distance Education,* Report of APEID Regional Seminar, Islamabad, August 1983).

Tasks and training needs of policy makers, planners, administrators and researchers

Personnel	*Tasks*	*Training needs*
1. Policy maker and planner	1. Within the framework of national priorities, needs and constraints etc. conceives, plans and guides in the execution of distance education programmes	1. Overview of distance education system, its strengths and weaknesses, its social need and economic viability 2. Knowledge of developmental plans in other sectors so as to relate education to the overall development of the country
2. Administrator	1. Overall manpower planning 2. Institutional management 3. Co-ordination and supervision of institutional programmes 4. Popularizing the distance education system 5. Some other specific tasks related to services in the field as under: a) Appoints tutors, allocates students to tutors b) Deals with students and tutors problems c) Responsible for efficient tutor functioning d) Arranges staff and equips study centres 6. Schedules face to face sessions 7. Arranges other uses of study centres 8. Disseminates information to students 9. Supplies feedback to institutions 10. Collects marked assignments from tutors 11. Sends samples for monitoring 12. Conducts examinations, sends results to institutions 13. Regional publicity 14. Helps in admissions	1. Knowledge of Distance Education and its operation at grass roots level 2. Knowledge of institutions, programmes and procedures 3. Knowledge of distance education institutions working within the country as well as abroad and communicate with them 4. Student and tutor problems. 5. Training in Management and supervision of supporting staff 6. Understanding of local conditions and problems 7. Skills in establishing rapport with community at grass roots level 8. Skills in human relationships
3. Researcher	1. Designs and carries out research in identified problems of distance education 2. Analyses and interprets data 3. Makes recommendations based on research findings 4. Compiles final report 5. Disseminates research	1. Understanding of distance education and its strengths and weaknesses and problem areas 2. Orientation towards various educational research designs 3. Sampling techniques with reference to distance education 4. Techniques of constructing instruments for data collection, analysis of data 5. Report writing 6. Dissemination skills

Tasks and training needs of personnel relating to Production of correspondence materials

Personnel	*Tasks*	*Training needs*
1. Curriculum designer	1. Assesses distance learners needs 2. Situational analysis 3. Conceptualizes and designs appropriate need-based curriculum 4. Co-ordinates with others 5. Appreciates the role of media, face to face discussion and practical complements of the curriculum 6. Prepares course outlines 7. Suggests suitable learning experiences and activities 8. Helps in the preparation of 'learning outcomes' 9. Helps in evaluation of curriculum.	1. Overview of distance education system, its strengths and weaknesses etc. 2. Understanding of needs, resources, constraints etc. of distance education in general and those of the institution in particular 3. Knowledge of target groups and their problems 4. Knowledge of learning experiences and activities etc. 5. Knowledge of teaching strategies 6. Curriculum designing skills 7. Understanding the role of media in distance education 8. Evaluation of curriculum skills
2. Writer/reviewer	1. Decides/adopts format 2. Organizes material 3. Develops detailed educational strategies 4. Writes correspondence lessons, usually in close collaboration with other members of course team 5. Supplies ideas/drafts for illustrations 6. Revises drafts 7. Works with reviewers, editors and illustrators until material is ready 8. Tests, and evaluates material 9. Revises/reviews galley proofs from printers 10. Prepares feedback questionnaries pretests and post-tests	1. Overview of the distance education system, its strengths and weaknesses etc. 2. Knowledge of writing/reviewing skills 3. Knowledge of target groups and their problems 4. Knowledge of learning process and teaching strategy 5. Knowledge of content 6. Locating resources/materials etc. 7. Knowledge of production of materials through course team 8. Testing and evaluation skills 9. Some knowledge of design editing and printing processes
3. Editor	1. Face-editing: format, student-aids layout, print get-up 2. In-depth text editing 3. Collaborates with authors to remove, content ambiguities and confusions 4. Language editing 5. Checks readability, logical flow, sequencing and presentation of material 6. Checks suitability of illustrations, graph making etc. 7. Proof-reading 8. Relates printed text with other media of the system 9. Contacts printers to get the materials printed.	1. Overview of distance education system, its strengths and weaknesses 2. Knowledge of distance teaching techniques 3. Editing skills 4. Presentation, layout skills 5. Marking-up Manuscript for printing 6. Proof-reading skills 7. Knowledge of different media and their role in teaching 8. Knowledge of printing stages

(Continued)

Personnel	*Tasks*	*Training needs*
4. Course Co-ordinator	1. Schedules and arranges course development, maintenance and renewal activities 2. Briefs external writers 3. Co-ordinates activities of course team 4. Facilitates services to ensure smooth course production 5. Collaborates with course team members 6. Prepares student and tutor guides and other supplementary materials such as assignments, tests, marking guides etc. for mailing 7. Arranges review and testing of materials 8. Communicates with students and tutors from time to time 9. Monitors tutors marking of assignments 10. Arranges workshops/practical components, if necessary	1. Orientation in philosophy of distance education 2. Writing skills 3. Co-ordination skills 4. Sound knowledge of subject content and methodology 5. Course production procedures 6. Scheduling, communication 7. Management skills 8. Testing and evaluation
5. Tutor/evaluator	1. Corresponds with students 2. Holds face to face sessions 3. Gives prompt, accurate and constructive feedback to students on their progress 4. Marks assignments 5. Sends in results 6. Provides guidance and counselling to students 7. Provides feedback on students problems and procedural difficulties	1. Know about distance education and its various aspects and tutors role in it 2. Role of evaluator in distance education 3. Knowledge of the subject content 4. Knowledge of programmes, schedules, regional services, facilities 5. Skills in communicating with students 6. Counselling skills 7. Human relationing

B. TRAINING MODULES

Introduction

Training can take many forms, but for distance education personnel, many of whom already have a substantial professional training but are re-orienting their skills towards the ideas and practices of distance education, the training workshop, lasting from a few days to a few weeks, practical and participatory in style, is a common and effective form. To assist APEID member countries with the preparation of workshop training for distance education, the APEID Sub-regional Training Workshop on Distance Learning Systems and Structures, Colombo, July 1984, developed a collection of 'training modules' covering several categories of distance education personnel. The modules which follow were drafted at that APEID workshop. They are the workshop 'product'; they evolved as the workshop proceeded and participants clarified their ideas about form, presentation, style and detail. There has been some editing to bring them towards a common format and level of detail but more will follow as the modules are tried out in follow-up national workshops.

A 'training module' is intended as a tool for whosoever is assigned the responsibility for ensuring that the personnel of a distance education system are trained, for example a workshop director. It gives a generalized design for a distance education training workshop that can be used in many countries. Of course, it needs to be adapted to fit local circumstances. Guidelines are given for training workshops for various categories of personnel:

1. Systems personnel
2. Personnel related to the production of correspondence materials
3. Personnel in educational radio
4. Personnel in educational television
5. Personnel in other media (telecommunications, multi-media)
6. Non-professional personnel.

Workshops may include several personnel categories; and some systems do not differentiate roles as much as others. Therefore the content and process elements of some modules may need to be combined. But even with such adaptations, the modules should help to plan, manage and follow up a training activity that will meet a priority need in the effective staffing of a distance education system.

A workshop must not only be well designed but well managed. In the introductory section, a companion module on implementation of workshops is given. It should be considered alongside any particular module. In each module, and in the module for implementation, the workshop is expected to have follow-up activities,

some evaluative, some to continue the training of the participants, some to spread and multiply the effects of the training programme among others.

1. What is a training module (TM) and how is it used?

A TM is a unit of material which can be drawn upon when a distance education workshop director is planning and conducting training of particular categories of distance education personnel for their particular tasks. It should assist workshop directors in their decisions about membership of training groups, duration of training programmes, and the objectives and range of activities to be undertaken. It should provide material that they can use, that is general enough for a variety of circumstances but can be readily adapted for their particular distance education system.

What does it contain?

1. **Aims:** To help the workshop director specify why a particular kind of training is needed by his/her system that the workshop will provide.

2. **Target Clientele:** To help identify who the participants should be.

3. **Tasks and Training Needs:** An indicative list of likely tasks and training needs of a particular category of personnel.

4. **Resources:** These should help identify kinds of resource persons who might be needed; and the kinds of material and equipment that will be required for practical activities, governed by the likelihood of their availability.

5. **Workshop Objectives:** Should be practical, capable of effective outcomes and should be compatible with the aims proposed for the system in 1 above.

6. **Content:** What should content be? Most workshops combine a 'foundation' account of the goals and system of distance education with the specialised knowledge and skills required for a particular role or set of tasks within the system. Another question that depends on the previous competence and distance education experience of participants is whether workshop content should differ for newly appointed recruits, for advanced trainees, and for permanent professionals who have supervisory and leadership responsibilities.

7. **Process and Activities:** How should content be presented? Methodology should involve practical activities and experiences, be participatory and recognise the contribution participants themselves can make.

8. **Evaluation:** How should training be evaluated? Is evaluation built into the programme? What kind of evaluation will there be of individual performance, materials produced and the training programme itself by participants?

9. **Follow up:** What follow-up activities are intended? Will responsibilities or status of individuals be increased? Will they need further training? What communication to others of newly-gained skill and ideas is expected of participants?

How is the workshop being implemented?

The attached checklist enables the director to check that the workshop has a practical design that is being managed effectively:

Considerations: Design	*Considerations: Management*
Aims:	
Do aims reflect national priorities? Can they be formulated as objectives for the planning stage? Do they match workshop objectives at the implementation stage?	What are the stages of planning? Has an organisation or committee been appointed? Have first plans been drafted? What are the preworkshop activities? Who will undertake them? When? Have tasks been specified? Has a statement of purpose been formulated for authorities, participants, public, press? Budget: What has been allocated? Does it cost anything to announce the workshop?
Target Clientele	
Are there differences of role, seniority, etc. among proposed participants? What ideas/skills will *they* contribute? Does programme allow for differences (e.g. leadership) or a resource function for advanced level participants?	Invitations? acceptance? leave? accommodation? transport? Budget: Costs of participants' board, lodging, local transport.
Tasks and Training Needs	
Do specifications fit? Is there variety among group? Which needs will be met?	Will participants move into the new roles following workshop? Will their training pass on to others with same tasks and needs?
Resources	
Resource persons: do they know roles? Equipment, material: what is required? Location: can activities occur, equipment be used? Services: are technical, clerical, logistic staff required?	Are resource persons identified, available, given time to prepare? Is equipment available, functional, booked? Is enough material available? Is there stand-by stock? Are services/service staff available? Budget: Costs of resource persons, material, hire of equipment, services?

Considerations: Design	*Considerations: Management*
Workshop Objectives	
Do these reflect national (planning) aims and objectives? Who sets objectives? Will they be modified during workshops? When? How will achievement of objectives be assessed?	Is there a statement beforehand?
Content	
Foundations: level of foundation (sensitization, necessary definition, speculative, theoretical)? Specialization: Is level appropriate? Will all participants gain? Is amount of content right for objectives, duration of workshop?	Has agenda/timetable been prepared? Must some material be prepared in advance? By whom? When? Budget: Cost of preparatory activity?
Process: Activities	
Foundations: Is this separate from specialization in phase/style; or integrated? Specialization: Is there a variety of activities? Will activities yield product?	Is revision of agenda/timetable needed? Are there demands for equipment, material, services? Budget: Is there a contingency budget? Are there companion activities (e.g. social, cultural etc.)? Budget: Costs of companion activities?
Evaluation	
During workshop? How? Assessment of activities? Report: Who compiles? How is success measured?	Should questionnaire be prepared? By whom? Were workshop and national objectives achieved? How is this known? Follow-up: Report: Compiler? Schedule? Production? Distribution? Further workshops: When? For whom? Same objectives? Differences in format?

2. Exemplar modules:

Systems Personnel

Policy makers and planners.

Personnel who determine policy, and planners who clarify the policy makers' options, affect distance education by their activities but rarely give it their whole attention. Other activities that are also their responsibility deter them from attending workshops (except at opening and closing sessions). The workshop is rarely appropriate for them, therefore no workshop training resource module was designed for them.

Administrators and Managers.

Apart from administrators who inaugurate new systems, often administrators are either those who join established systems or those who administer at a regional or local level on behalf of a national level organisation and its administration. A TM has been developed for them* that, with slight modification, would suit administrators beginning new systems. Management of parts of the registration-production-delivery-examination operations or of support services is significant in maintaining and improving the efficiency of the learning system; its training needs are represented by two modules.

Researcher.

The role and training needs of researchers was not scrutinized closely at the Colombo Workshop, but will be developed for a later version of this manual.

TM: 2 (i)

a) *Administrators at State/Provisional Level*

Aims

1. Organizational:
   - to integrate work of separate institutions/programmes at all levels into a comprehensive national system;
   - to unify various organisations into a complementary pattern with effective communication links;
   - to establish common managerial practices and standards.
2. Attitudinal:
   - to secure commitment to common purpose, system, standards;

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* This module was prepared immediately after the APEID Colombo Workshop, in response to a need among the countries taking part and preparing for workshops involving administrators; it follows that Workshop's TM design principles.

3. Functional:

   - to rationalize, integrate and co-ordinate the production and control of materials, delivery, standards, registration, records;
   - to co-ordinate and collaborate in materials production;
   - to share skills, training methods;
   - to develop expertise, skills (for administration, materials development; support services, etc.)

Target clientele

1. Administrators responsible for non-central systems.
2. Administrators at central system.
3. Very senior personnel whose work straddles the central-provincial relationships.

Tasks and training needs

Tasks	*Training Needs*
Overall manpower planning.	Knowledge of distance education operation at grass roots level.
Institutional management.	Knowledge of institutions, programmes and procedures.
Co-ordination and supervision of instructional programmes.	Knowledge of distance education institutions within the country as well as abroad, and links with them.
Popularising distance education system.	Student and tutor problems.
Some other specific tasks related to services in the field: a) appoints tutors, allocates students to tutors; b) deals with students and tutors problems c) responsible for efficient tutor functioning; d) arranges staff and equips study centres.	Training in management and staff supervision. Understanding of local conditions and problems. Skills in establishing rapport with community at grassroots level. Skills in human relationships.
Schedules face-to-face sessions.	
Arranges other use of institutional facilities.	

Distance education

Tasks	*Training Needs*
Disseminates information to students.	
Supplies feedback to central institution.	
Collects material and assignments from tutors.	
Arranges samples for monitoring.	
Conducts examinations, communicates results.	
Undertakes regional publishing.	
Assists admissions.	

Resources

Personnel:

- Senior practitioners in central and regional system who can explain their current goals and procedures.
- Specialists in distance education system building.
- Management specialists.

Equipment:

- Space for plenary and small group discussion studies etc. to facilitate integration of materials. Draft proposals for any new organisational arrangements.

Workshop objectives

- Common recognition and knowledge about validity of distance education enterprise.
- Acceptance of harmonious organisational pattern(s) which facilitate effective distance learning.
- Production of systems descriptions at central and regional levels indicating accord between systems.
- Plans to integrate materials production and use; distribute responsibilities and tasks; define roles and tasks; define training needs of any new categories of personnel with roles different from before.
- Design training modules that would assist later training programmes intended for role development or change.

Content	*Process*
1. **Systems and roles:** identify roles of participants in present system and the system's qualities and defects.	1. **Pre-workshop:** prepare description own roles in central and provincial system and consider changes that might occur. **Workshop:** introduction of selves in framework of role, tasks and changes.
2. **Objectives:** preparation for evaluation. Set objectives.	2. **Pre-workshop:** prepare objectives. **Workshop:** review objectives and add any acceptable proposals from participants; assign task of maintaining check (and of designing evaluative instruments) to small group of participants.
3. **Foundations** a) distance education: world state of the art; b) national distance education: quality and development prospects; issues and problems.	3. a) Lecture/discussion presentations by resource persons. b) Lecture/discussion presentation, perhaps using demonstration e.g. television inserts, best, less good etc. examples of printed material (use both provincial and central material, and if provincial, comment about situation in which it was made, resources, etc.)
c) Management – budget – personnel – training* – delivery* – support systems*	c) Discussion of questions in group about key management issues related to: extending and evolving system scale of increase, fulfilling qualitative objectives etc.
4. **Specifics:** fitting a system together.	4. Simulation exercise in design and delivery for a course not yet offered, intended for a region with identifiable problems (cultural diversity, sparseness, uncertain broadcast transmission quality, etc.). Small teams to design course, identify personnel roles and tasks. (and therefore system's personnel needs).

* review TM's as possible training modules.

Content	*Process*
5. **Training needs and strategy:** new tasks for a revised system.	5. Preparation of TM for identifiable categories of personnel (or analyses of suitability of appropriate TM translated from Manual).

TM: 2(i)

b) *Delivery System Manager*

Aim

To ensure distribution and delivery of material, on an effective schedule, irrespective of local difficulties. To find most appropriate types of delivery systems for particular local situations, and be aware of alternatives where conventional delivery systems are unreliable.

Target clientele

Principal group	(a)	Central and regional personnel in charge of delivery within the distance education system.
Peripheral group working with DSM	(b)	Managers of resource centres, book stores, other parts of system connected to delivery of support materials.
	(c)	Other academic and administrative staff concerned with particular delivery requirements.
	(d)	Relevant personnel in the postal services, and in transport and communication systems.
	(e)	Local study support personnel, who could provide local versions of written, audio or video material.

Tasks and training needs

Tasks	*Training Needs*
Ensure materials effectively packaged. Ensure system delivers materials to students.	Managerial skills; personnel; system development and expansion. Understand materials production system.
Maintains despatch schedule. Ensure provision of materials and equipment to local centres and other support organisations.	Relate to course co-ordinators, post office personnel delivery system.
	Knowledge staff, appropriate packaging to suit different materials, and different locations. Know special needs of particular student location. Knowledge of alternative communication and transport system.

Resources

Personnel:

- Producers and recipients of learning materials. Postal and telecommunications officers who design communications systems.
- Local centre organisers who encounter the problems and know local alternative possibilities.
- Management specialists.

Materials:

- Alternative packaging materials.
- Equipment needed for alternative delivery systems, radio, TV, telecommunications.

Workshop objectives

As a result of the workshop, the participants should have:

- An overview of the distance education system;
- Understanding of the theory and functions of the delivery system in distance education and its relation to teaching schedules and materials production schedules;
- Organising skills in managing a delivery system that is prompt, speedy, accurate in its distribution of materials;
- Competence to develop co-operative relationships among relevant agencies;
- Developed skills in keeping records.

Content	*Process*
Foundations:	
– Nature and scope of distance education.	Presentation of lead papers for discussion.
Specialisation:	
– Working of the delivery system	Participants will be involved in the following exercises in groups.
– Communication, e.g. with other units within the institution; with outside agencies; with the public; with policy makers and administra-	– Preparation of charts to show the delivery system at work – Preparation of schedules and records

Content	*Process*
tors; with the students.	– Visits to organizations like the Post Office to study operational methods in the delivery system.
– The system of transport – Record keeping	– Review of own delivery systems and identification of difficulties and possible changes. – Production of a manual and possible changes about delivery for all system users reliant on effective delivery.

Evaluation

- Questionnaire on information gained;
- Review of likely changes, resource implications;
- Evaluation of this module and its appropriateness for local situation;
- Follow-up review after six months of improvements in delivery system and of sources of improvement.

Personnel Related to the Production of Correspondence Materials

Curriculum Designer, Writer/Reviewer.

Although the importance of these personnel was recognised by the Colombo Workshop, training modules were not produced for them. The Workshop had available to it material and a 'manual' of 'course production' that resulted from the Sri Lankan follow up of the 1983 Islamabad Seminar on Training of Personnel of Distance Education. Training Modules will be developed and added for these two categories.

Editor, Course Co-ordinator.

These two categories of personnel were discussed and training modules were produced for each (using Sri Lankan material that followed the 1983 Islamabad Seminar).

Tutor Evaluator.

At the Colombo Workshop the role and functions of the Tutor were incorporated with those of the regional and local centre administrator, since it is from among locally based tutors that the organisers of small centres are sometimes drawn. The Workshop also had available a 'tutors manual', drafted in the Sri Lankan follow up to the 1983 Islamabad Seminar.

TM: 2(ii)

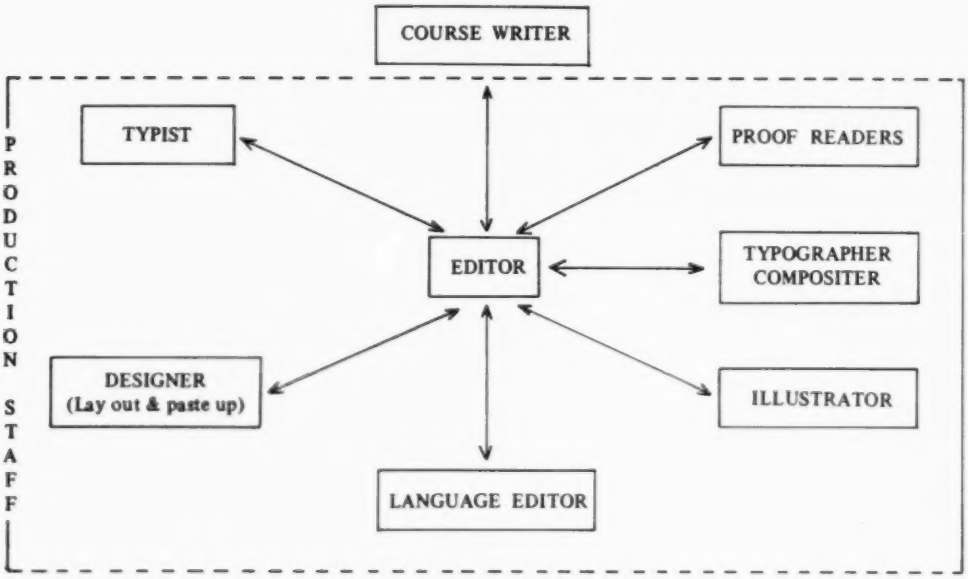
a) *Editor/Materials Designer*

Introductory note

The editor occupies a key role in distance education material preparation. This work spans from the preparation of an idea plan to the production of the final printed copy. The editors persuasive hands are seen in all the stages that a manuscript passes; from the creation to final product. Each country must define the boundaries of the editor's role and tasks according to its own situation. There is however much agreement about the work and responsibilities that come within the range of the editor.

The tasks of the editor relate to those undertaken by other personnel in the sub-system of materials production as set out in the following table, or includes their tasks if separate personnel are not employed:

Table: Editor as a co-ordinator of personnel resources



Aims

- Ensure that new materials are subjected to editorial care, without causing delay in production system.
- Recognise the wide ranging role of editor in materials production and ensure sufficient number of individuals fully aware of role and its ramifications.

Distance education

Target clientele

These personnel will include teachers, teacher educators and others who have the required academic, pedagogical and literary standards and have shown an aptitude and an interest in the work of editing.

Tasks and training needs

Tasks	*Training Needs*
Face editing, format, student aids, lay out etc.	Overview of distance education system, its strengths and weaknesses.
In depth text editing	Knowledge of distance teaching techniques.
Collaborates with authors to remove content ambiguities and confusions.	Editing skills.
Language editing.	Presentation, layout skills.
Checks readability, logical sequencing and presentation of material.	Making-up manuscript for printing.
Checks suitability of illustrations, graphs, etc.	Proof-reading skills.
Proof reading.	Knowledge of different media and their role in teaching.
Relates printed text to other media of the system.	Knowledge of printing stages.
Contacts printers to get the materials printed.	
Co-ordinates the production staff.	

Resources

Personnel:

- Experts in editing.
- Language specialists.
- Proof readers.
- Designers, illustrators.

Material:

- Handbooks – local and foreign.
- Periodicals – whose aspects of printing are highlighted.
- Manuals from APEID and other countries.
- Specimens of technical materials that can be made available in the workshop such as galley proofs, lettering styles and sizes, sets of points used by editors etc.

Workshop objectives

Participants will be able:

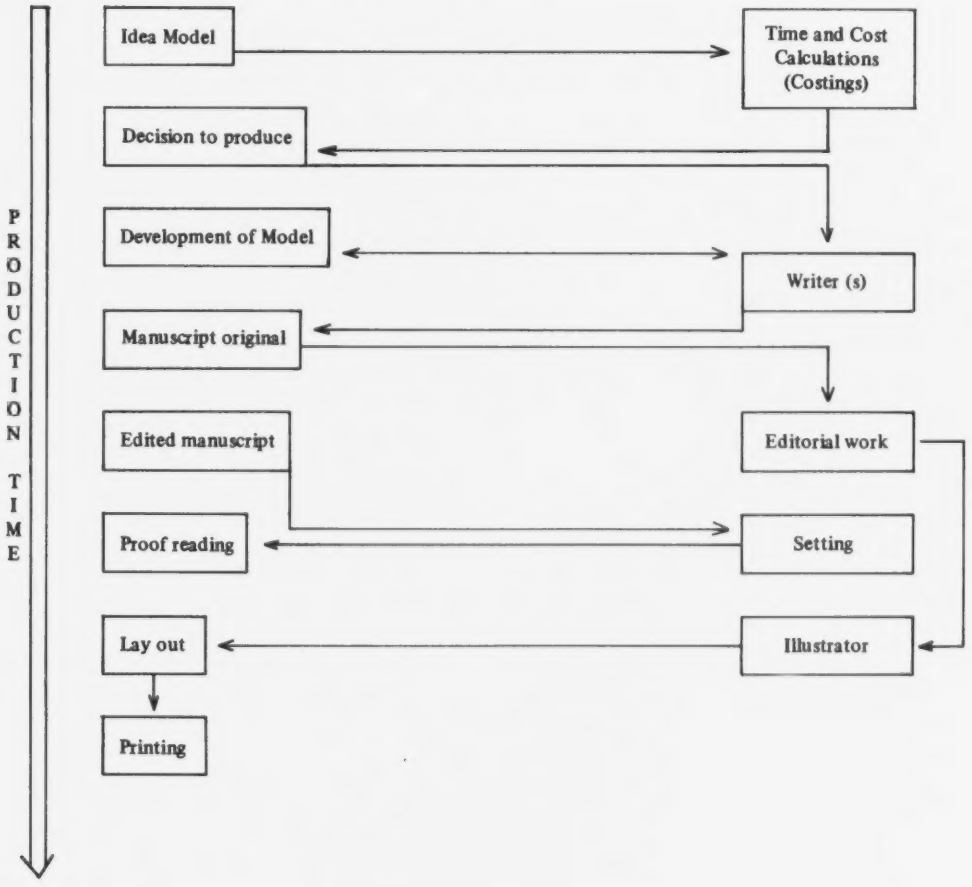
- To identify the principles of editing and the tasks and skills of an editor;
- To exhibit personal skills in editing, proof reading, lay out, design, use of graphics etc;
- To develop empathy with fellow workers and work within a team;
- Appreciate the various functions of printed material and non-print media within courses.

Content	*Process/activities*
1. **Foundations:** Distance education, goals and purposes, systems and structures.	1. **Foundations:** lecture-discussion
2. **Specialization:** – The sub-systems of correspondence materials production (see Table: Production Process). – General principles of editing. – Functions of editor in correspondence production team. – Editing other materials: audio and television scripts	2. – Describe and undertake functions of editors as group and individual assignments, simulation. – Prepare work sheets involving the different tasks from idea plan to the printed stage. – Exercises in time planning, (see Annexure on page 51), language editing, designing and lay out using individual and group assignments. – Develop production script from the original script of the script writer. – Prepare task and skill inventory for role of editor.

Evaluation

- Exhibit individual and group products;
- Self assessment and diagnostic tests;
- Organize synopsis and group discussions;
- Prepare task and skill inventory for role of editor;
- For newcomers joining established team, on-the-job assignment on probation, or attachment for 'in house' training leading to evaluation of individual and training workshop programme.

Table: Production process



Annexure

PRODUCTION SCHEDULE			Subject: . . . . . Module No.		
	Time planned		*Actual Time*		*Notes*
Manuscript	*to*	*from*	*to*	*from*	
Course Writer					
Editor					
Language Reviser					
Photographer					
Illustrator					
Editor					
Typist					
Editor					
Proof Readers					
Editor					
Course Writer					
Editor					
Typist					
Editor					
Proof Readers					
Editor					
Text Setting Compositor					
Editor					
Proof Readers					
Editor					
Compositor					
Editor					
Proof Readers					
Editor					
Final Originals Layout					
Editor					
Course Writer					
Editor					
Layout					
Editor					

TM: 2(ii)

b) *The Course Co-Ordinator*

Introductory note

The Course co-ordinator occupies a key position in the production of materials both as a guide and facilitator of the process. The success of the course production much depends on the foresight and the facilities he procures for his team.

Distance education

Aims

To ensure that the whole sub-system of correspondence course production is well integrated, efficient and has quality.

Target clientele

Course co-ordinators may be drawn from the following categories:

- Persons engaged in the system as course co-ordinators.
- Content contributors and other curricular material writers.
- Persons engaged in educational research/extension services related to the distance education.
- Educational supervisors/inspectors and senior practising teachers who may have support roles.

Tasks and training needs

Tasks	*Training Needs*
1. Schedules and arranges course development, maintenance and renewal activities.	1. Orientation in philosophy of distance education.
2. Briefs external writers.	2. Writing skills.
3. Co-ordinates activities of course team.	3. Co-ordination skills.
4. Facilitates services to ensure smooth course production.	4. Sound knowledge of subject content and methodology.
5. Collaborates with course team members.	5. Course production procedures.
6. Prepares student and tutor guides and other supplementary materials such as assignments, tests, marking guides etc. for mailing.	6. Scheduling, communication.
7. Arranges review and testing of materials.	7. Management skills.
8. Communicates with students and tutors from time to time.	8. Testing and evaluation.
9. Monitors tutors marking of assignments.	
10. Arranges workshop/practical components, if necessary.	

Resources

Personnel:

- Senior persons from the system connected with the production.
- Production manager/personnel from printing industry.
- Curriculum experts and designers.
- Experienced course/textbook writers.
- Experienced administrators.
- Methodologists/pedagogy experts.
- Evaluation experts.

Materials:

- Already existing material resources relating to course writing, editing and co-ordination.
- instructions/guidelines for writing, editing materials.
- Specimen of good print materials and lessons.
- Literature on evaluation and writing of good questions.
- List of other facilities normally required for writing, editing and printing of materials such as typewriters, papers, etc.
- List of reference materials pertaining to the subject.
- List of the resource persons suitable for different tasks such as writing, editing, etc.
- Programmes and schedules of the system.

Training objectives

As a result of the workshop participants should possess knowledge of:

- Distance education system, its philosophy as distinct from formal education;
- The curricular content and its requirements;
- Methodology and pedagogical considerations involved;
- Constraints on learners and their implications on different aspects of the material, its style and format;
- Particular needs of the learner created by the distance education situations;

- Processes of course material development and tasks to be performed at each stage;
- Resources and facilities and their location;
- Programme schedules, systems of delivery;
- Roles of different members involved in process e.g. tutors, writers etc.;

and possess skills in:

- Communicating with various functionaries such as tutors, writers, editors, evaluators and learners;
- Providing counselling directly to the students or advice to those who counsel them;
- Facilitating the process of production;
- Resolving conflicts;
- Managing resources;
- Human relationships for effective rapport with a variety of personnel.

Content	*Process*
– Introduction to the philosophy of distance education as distinct from formal education systems.	– Introductory talk on the system.
– Knowledge of the pertinent system, its sub-system and the roles.	– Discussion on comparison between distance education system and formal educational system from the point of view of similarities and dissimilarities.
– Knowledge of curricular content, its broad philosophy and general demands on: a) the learners b) the learning materials c) support services	– Identifying special needs of the learner placed at a distance from the source of education.
– Knowledge of processes of course material development, tasks to be performed at each stage of development and needs at each stage in the form of resource materials, academic considerations, etc.	– Critical review of the information material, publicity and other services of student awareness. – Introduction to the curriculum and its analysis to identify its requirements.

Content	*Process*
– Knowledge of various factors which contribute to effective co-ordination as for example:	– Comparative and evaluative study of given curriculum and the learning materials with those from other systems.
– knowledge of essential facilities, resource, etc.	– Study of the flow-chart of the process.
– awareness of time target and schedule.	– Talk with demonstration of the scripts of learning materials at different stages of production.
– awareness of potential and needs of every member of the team.	– Scrutiny of good and bad materials and their effect on study.
– clarity of instructions.	– Talks on elements of system and staff controlling those elements.
– setting appropriate goals for achievement.	– Developing a flow chart with time targets for each stage.
– pre-planning.	– Developing some forms and checklists for monitoring the progress.
– Knowledge of basic concepts of evaluation, characteristics of a good question. Significance of exercises in the lessons for purposes of stimulation of learning, reinforcing of learning, recapitulating learning, self-evaluation, and achievement and remedial testing.	– Critical study of the documents and procedures of the system relating to: – instructions to various functionaries of the process. – schedules, targets. – delivery systems – support systems.
	– Lectures on basic concepts. Study of good specimens of different types of questions and exercises.
	– Discussion on significance on exercises for different purposes in course materials.

Evaluation

1. *Assessment by the Participant*

   a) Observation during the workshop:

      i) personal contribution of participants during discussion
      ii) initiative shown in undertaking tasks
      iii) relevance of the suggestions and observations made
      iv) quality of outcome at various stages

   b) At the end of the workshop:

      i) have the tasks been properly understood?
      ii) have the tasks been completed in time?
      iii) have the tasks been done in accordance with the expectations?
      iv) how much has been contributed to the programme?
      e.g. significant, average, insignificant, etc.
      v) how good have been the relationships within the group?

2. *Self Assessment*

   a) Questionnaire to be administered by the workshop director which may focus on the following areas:–

      i) degree of proficiencies and skills acquired
      ii) quality of contribution made in the group
      iii) tasks fulfilled in relation to objectives
      iv) impression of discussion, activities and materials used
      v) observations and suggestions on other pertinent subjects, on other physical arrangements, procedures adopted, etc

c) *Tutor/Counsellor (Tutor/Evaluator)*

Introductory note

In systems where course production is separate from contact with individual students, or in systems where student members exceed the limit that the course production group can respond to as individuals, intervening personnel are needed. Some of these work by correspondence, marking, making tutorial comments, assessing progress and may be at a distance from students. Others combine the assessment function with some face-to-face tuition. Especially in the face-to-face situation, but also in the correspondence situation, a wider guidance and counselling role tends to emerge as students enquire about the selection of future courses, about study skills which they find themselves lacking or about personal or domestic or job-related problems which affect study. Knowledge of the subject and the course is insufficient to meet needs which may be critical for the isolated student (or for the student who attends occasional sessions at a study centre.

Aims

To prepare personnel whose primary role is individual tuition for a wider range of contacts than cognitive-academic relationships.

Target clientele

- Teachers, recruited as tutors, whose experience of teaching and advising has previously been in a classroom setting.
- Established distance education tutors whose counselling role has enlarged.

Tasks and training needs

Tasks	*Training Needs*
1. Corresponds with students.	1. Know about distance education and its various aspects and tutors role in it.
2. Holds face to face sessions.	2. Role of evaluator in distance education.
3. Gives prompt, accurate and constructive feedback to students on their progress.	3. Knowledge of the subject content.
4. Marks assignments.	4. Knowledge of programmes, schedules, regional services, facilities.
5. Sends in results.	5. Skills in communicating with students.
6. Provides guidance and counselling to students.	6. Counselling skills.
7. Provides feedback on students problems and procedural difficulties.	7. Human relationing.

Objectives

In a tutoring role; participants will:

- Understand the purposes and organisational structure of the distance education and the role of the tutor within it;
- Know an appropriate level of subject content and the objectives, format, study techniques involved, evaluation procedures etc. for particular courses and any difficult points;
- Know programmes and schedules of the regional support services and other support facilities;
- Develop communication skills for face-to-face contact sessions;

Distance education

- Develop organizational qualities e.g. leadership, managerial skills and initiative to mobilise resources and act as a resource person to learner;
- Link other media with the materials supplied, adapt materials available to help learner;
- Understand basic principles of educational evaluation and measurement and be able to assess student assignments in accordance with the guidelines supplied, and provide feedback.

And in a counselling role, participants will:

- Develop understanding of human relations;
- Know common impediments to learning;
- Know the study situation of the students;
- Show sensitiveness to individuals' difficulties;
- Help, support and advise learners in order to overcome lack of:—

  motivation
  self confidence
  resourcefulness.

Resources

Personnel:

- Senior staff from the organizing department
- Other agencies connected with distance education e.g. Ministry of Education, media people, other distance education units.
- Consultants in guidance and counselling.

Materials:

- Example study materials.
- Tutors handbooks, advisory materials, syllabuses.
- Example students assignments – marked and unmarked.
- Guidelines on assessment.
- Notes on common student problems.

Equipment:

- Projector, films, record players, slides, photo-copiers, typewriters.

Content	*Process*
– Distance education system and its different aspects.	– Illustrative talk and discussion.
– Different sub-systems with special reference to the roles of tutor and counsellor.	– Discussion and study of the available literature: – on the distance education system. – functions of different sub-systems. – student's study guides. – information, handouts for students.
– Familiarity with the methodology in relation to distance education material available.	– Discussion on different components of the example material. – Critical evaluation of the material made available and follow-up discussion.
– Techniques and significance of face-to-face teaching.	– Discussion of important tasks involved in face-to-face teaching: – Presentation and interpretation of the content. – common/individual problems. – problems related to group dynamics in the classroom of a mixed groups, primarily following distance education courses.
– Assignments, their functions.	– Discussion on functions and purposes. – comparative study of marked assignments to arrive at characteristics of good marking. – developing broad guidelines to be followed in marking assignments. – practical experience in marking assignments.
– Counselling: general problems of students; techniques of counselling.	– Study of selected student profiles to identify problems. – Discuss the remedial steps and the role of the counsellor in relation to them. – Practical experience of counselling observed by video and subsequently analysed.

Evaluation

- What measures are used to indicate development of insights and skills among students?
- What further training will participants receive?

d) *Regional/Local Support Services Staff – Local Administrators Resources Advisers*

Introductory note:

The resources at study centres bridge the gap between the distant learner and the central organisation of a distance education system. However well the system may have been devised, its impact may not be fully realised unless it is extended to students through live agents. The resources from study centres therefore sometimes have a crucial part to play in the growth of distance education. The resources adviser at a regional centre is in a very enviable position to safeguard the interests of both the learners and the system.

Some distance education systems have regional study centres as an integral part of the original learning system. Others begin with direct contact from a central unit to the student and later develop intervening support structures at the local level. Their function should be understood not only by those who organise them and manage their resources but by personnel who design and co-ordinate teaching materials. Local resource centres provide various types of support services, e.g.

- Contact sessions, i.e. face-to-face teaching; seminars/workshops; practical classes; tutorial classes; guidance and counselling; general contact with distance education system, its functions and resources.
- Study resources, e.g. libraries; illustrations; charts/posters; audio cassettes; films/slides/transparencies; recorded audio and video materials; viewing and listening facilities and equipment; access to other local resources.
- Social contact such as cafeteria, common room, etc; organisation of informal gatherings; development of a student-based organisation.
- Administrative support, for enrolment of admission of students; maintenance of students records and files; collection of fees; receiving point for assignments; distribution point for study material and other information.

Aim

To provide improved support for learners close to their homes: to ensure an effective role for regional/local support services in the distance education system and in the design of materials; to involve local resources in the distance education system; to ensure efficient use of resources distributed by distance education central organization.

Target clientele

a) local administrator/co-ordinators

b) resources advisers

c) course co-ordinators

Tasks and training needs

Tasks	*Training Needs*
– Plans and schedules the activities of the centres.	– Awareness of relationship of central and local system.
– Manages various resources at the centre for effective delivery.	– Knowledge of learners curriculum.
– Co-ordinates activities of the tutor counsellors, administrative centres, support mechanisms, other resource and media personnel at the centre.	– Counselling skills.
– Maintains constant communication with the learners and tutors and the system.	– Management of resources in local context.
– Monitors activities and their effectiveness.	– Knowledge of delivery systems.
– Reviews own system, plans remedial measures and provides feedback to the system.	– Effective interpersonal relationships.

Resources

Personnel:

– Senior personnel familiar with the system and structures.

– Course co-ordinators.

– Experienced study centre managers from same or other systems. Students able to comment on study tasks, felt needs, logistic problems.

Material:

– Descriptions of the system and its structures.

– Publicity materials, prospectuses and study guides prepared for use by the students.

Distance education

- Samples of student profiles, assessment material, instructions issued to tutors.
- Case studies of different resource centres if available.
- Student observations on resources at study centres with reference to:
  a) their expectations from the centre
  b) study environments they live in
  c) the benefit they devise
  d) the problems they normally face
- Selected materials on how issues might be tackled.

Workshop objectives

The *administrator* should become able to:

- understand the distance education system and its structures;
- understand the specific function of the regional centres in relation to students, the distance education system and local staff and resources;
- develop insight into relationships with and among different kinds of personnel and improve co-ordination among them;
- plan long term basis for utilisation of time, space and resources;
- evolve procedures suitable for functioning of the centre;
- gain access to other resources outside the centre;
- develop relevant managerial skills relating to administration, finance, etc.

The *resources adviser* should understand the system as above, and

- know broad details of the content in different subjects;
- be able to relate, classify the resource materials in relations to courses, subjects and topics;
- have knowledge of materials available within and outside the set-up;
- have knowledge of the different uses of resource materials;
- maintain effective liaison with co-ordinator and tutors;
- provide feedback on needs and demands for resources.

The *course co-ordinator* should understand the system as above; and is able to:

- recognise where local contact can reinforce content of course;
- assign appropriate parts of content to local control, e.g. some practical activities;

– indicate flexibility and constraints within materials and show how local situations and schedules can improve or disturb teaching programme.

Content	*Process*
All personnel	
– knowledge of distance education system, its structures and relationships among them.	– discussion with the help of illustrations and flow-charts. – the study of handbooks, and other published materials related to its structures and functions.
Administrator	
– knowledge of function of different components of distance education systems in relation to study services.	– discussing various requirements of the students. – listing the needs of the students and relating them to different functions of the distance education system and the resources from the study centre. – studying of various hand-outs issued to students.
– knowledge of factors contributing to smooth running of the centre.	– see the relationship between different components of the resources from study centre such as tutors, administrative staff, students, resource advisors, etc.
– knowledge of rules, regulations, procedures and functions of resources from study centre in relation to study services.	– making a specimen plan of the activities of the resource centres taking into account various resources, including budgeting time.
– knowledge of basic elements of adolescence and adult psychology.	– discussion of procedures and their sequences.
– knowledge of different types of support provided by resources from the study centres.	– determine performance criteria related to different procedures.
– accumulation of local resources.	– develop a plan of action on the basis of given set of requirements and available resources.

Content	*Process*
	– study behaviour patterns of the given categories of the students.
	– list their educational and emotional needs as pertinent to distance education.
	– study record of students assignments, report cards, students files, etc., review of the procedure and evolve suggestions related to study centre.
	– identify the type of local resources that could be utilized by the students and the centres.
Resources Adviser	
– knowledge of types of audio-visual aids to supervise operators.	
– maintain the checklists and catalogues of available aids.	– talks by responsible person about different resources and equipment.
– knowledge of the importance of the support services to the students from the point of view of: a) individual b) collective and also from the point of view of: i) accelerating learning ii) reviewing difficulties iii) retention of motivation	– discussions and examples of various styles of learning and different pace of learning. – study tour to a centre for observation of the students about their problems. – discussion of different problems of the students of an academic and administrative and social nature and to suggest remedial measures for them. – review the functions of the resources from study centre to make it more responsible to these problems.
– awareness of availability of local resources.	– demonstration of available facilities in actual set-up.

Content	*Process*
– advise students, tutors regarding availability of support materials.	– familiarity with elementary system of classifying and cataloguing the materials.
– be able to provide necessary feedback about adequacy of the material in the subjects or topics.	– familiarising with the code lists for each subject.
	– some knowledge of curriculum.
Course Co-ordinator	
– knowledge of local facilities and resources.	– tour facilities, discuss access for all students.
– awareness of integration of local/ regional centre resources into courses.	– with study centre personnel as resource persons modify existing course to exemplify integration of centres in distance learning system.
– plans courses.	– discuss role of resources of regional/local centres in design and structure of course materials.

Evaluation

- Immediate evaluation of course should indicate satisfaction or otherwise with co-ordination and collaboration achieved between students and centres, and between central organisation and regional/local support; discussion should indicate modifications necessary for more effective liaison, their implementation and time for these developments.
- Long-term evaluation should assess workshop in terms of administrative, course design and equipment/logistic changes resulting from workshop and whether these facilitate distance learning.
- The usefulness of this TM should be evaluated and modifications suggested. Local centres may have frequent change of staff, the number of new centres increase and training becomes a regular activity.

Personnel in Educational Radio

Script Writer:

Training modules for radio script writers were compiled by the participants at the Colombo Workshop as a first exercise in developing a training module. The resulting drafts were later discussed and integrated.

Distance education

Producer, Programme Evaluator, Utilizer:

These categories of personnel were not examined by the Colombo Workshop and therefore no training modules were produced.

TM: (iii)

a) *Radio Script Writer*

Aims

Distance education often uses several media to provide teaching. Radio is one of them. Radio script writers come from broadcasting systems or from the school system. Many broadcasters or teachers lack experience in writing radio programmes that are both educational and effective broadcasting for distance education learners.

Target clientele

Teachers with little experience of radio or working for radio; broadcasters with little experience of educational work, especially if it is intended for children.

Tasks and training needs

Tasks	*Training Needs*
1. Writes scripts in different formats based on certain criteria of radio programmes for educational purposes.	1. Knowledge about distance education and its various aspects. 2. Theory and practice of radio script writing. 3. Basic training in programme production.

Resources

Personnel:

- Distance education course co-ordinators who incorporate radio into multi-media materials.
- Regular radio script writers, writing other material, special information features, etc.
- Experienced presenters, especially if they have experience of presenting educational or information material.

Material:

- Reference material on script writing.
- Example good scripts and bad scripts.

– Recorded scripts/programmes for study and co-ordination.

Equipment:

– Studio and its equipment; Tape recorders and tapes.

Workshop objectives

As a result of the workshop participants should:

– become acquainted with the distance education system and radio's function within it;

– have gained a theoretical foundation in radio script writing, studio skills and broadcasting technology;

– have developed skills in writing and presentation of radio scripts;

– have written example radio scripts.

Content	*Process/activities*
– Awareness of distance education systems and goals.	– Descriptive account of distance education system and radio's contributions.
– To understand the principles of learning.	– Expose the participants to the experiences of script writing through lecture presentations and discussions, and simulation activities in the class room with pre-recorded material.
– To provide a basic knowledge about the theory and practice of broadcasting.	
– To understand the target audience.	– Through practical workshop experiences, visit to studio, reading scripts, exercising voice modulation.
– Knowledge of the specific content of the programme.	
– To gain skill in preparing scripts.	– Evaluation of own programme, sample surveys.
– Skill in developing content.	– Activities pertaining to the feedback from utilization.
– Skill in voice production and modulation.	– Activities on correct sound production in keeping with the script.
– To work as a member of the production teams.	

Evaluation

– Evaluate quality of scripts produced and collaboration with resource experts.

- Determine need for further training in specified kind of scripting (e.g. dialogue, drama).
- Self and independant evaluation of performance as script writer/member of distance education team.

Personnel in Educational Television

Producer, Script Writer:

The Colombo Workshop combined these two closely related personnel functions in one training module, taking account of the differences in their activities.

Designer, Special Effects Personnel, Visual and Sound:

These specialist officers whose technical work must be precise but is guided by the producer (and to a lesser extent, the script writer) need mainly a background awareness of distance education against which they practise their technical knowledge and skills little differently than in other studio situations. The Colombo Workshop did not attempt a training resource module for these personnel.

Utilizer/Evaluator:

No separate training resource module has yet been prepared.

TM: (iv)

a) *TV Script Writers*

Aims

The aim of the training programme is to produce from among teachers and writers distance education television script writers and producers who understand their roles in distance education and are able to use the television medium more effectively in the whole distance teaching enterprise.

Target clientele

T.V. Script Writers/Producers drawn from among:–

i) practising teachers

ii) distance learning systems
   - course writers/tutors
   - text book/course guide writers

iii) other related professions

Tasks and training needs

Tasks	*Training Needs*
1. Develops production-ready scripts.	1. Knowledge about distance education and its various aspects.
2. Selects proper techniques of presentation keeping in view the requirement of the original text.	2. Theory and practice of T.V. production with special emphasis on the following: a) selection of proper sets b) camera movements (shooting process) c) appropriate formats and techniques in production. d) programme editing.
3. Selects proper compere and the talents for the programme.	3. Knowledge about distance education and its various aspects.
4. Guides the production staff such as set designers, cameraman, sound effects man, special effects man and the engineers.	4. Theory and practice of T.V. script writing.
5. Writes scripts based on curriculum to interpret, explain and elaborate certain portions in that text.	5. Formats in T.V. script writing.
6. Determines the right format for a script.	6. Basic knowledge about T.V. production.

Resources

- Already existing television resource persons/material.
- Experts and specialists from well established distance systems abroad which use television.
- Unesco specialists in training distance education personnel.

Workshop objectives

- To enable the participants to understand the system of distance education;
- To enable them to understand the function of television in distance education and undertaken the role(s) of script writer and/or producer;
- To help them master the techniques of TV script writing and the production of TV programmes for distance education.

Distance education

Content	*Process/activities*
– Nature and scope of distance education.	– Introduction of foundation course of television script writing.
– Learner target groups for distance learning in the country and their profiles.	– Group discussions.
– Designing curricula for distance learning.	– Visits to the television Studio for obtaining practical knowledge of camera movements, lighting, sound and design etc.
– Media categories and combinations (a) Correspondence approach. (b) Multi-media approach.	– Sample television script writing. – Evaluation of the written scripts.
– Differences between scripts for ordinary and distance learning situations.	– Practical exercises in writing and producing of television scripts in collaboration with other distance learning materials.
– Script writing in different format and presentation of script. (a) Narrative dialogue. (b) Drama. (c) Feature programmes. (d) Interviews.	– Production of manual of television script writers.

Evaluation

Evaluation will be done by administering questionnaires based on objectives, content and the procedures adopted in the workshop. Use of scripts prepared during workshop.

Non-Professional Personnel

Distance Learners:

Learning to learn is an especially significant activity for distance learners, especially if they are returning to school study after leaving school prematurely and with limited study skills. Learners may need guidance about using local resources to support their studies or about their future progress and choice of studies. There are aspects of school life which study materials may not cover, especially co-curricular and social activities to which a workshop can give expression.

Parents and families of Distance Learners:

While there is little doubt that training needs exist to help parents and families, especially if they lack similar education themselves, assist distance learners while they study. Some doubt was expressed while this training module was being

compiled in Colombo whether the workshop framework was practical for this purpose, although some substantial input on the local scene was thought very desirable.

Local Resource Persons:

Among those who may be able to assist distance learners are local health and agricultural officers, or if higher education is being provided at a distance, local primary school teachers may have some supportive role to offer. It was thought that, with the same reservations about duration, their training would resemble that of Parents and Families.

Local Community Leaders:

While local community leaders might be included in the category of local resource persons in some circumstances their support would be primarily attitudinal, obtaining the support of the community for distance education. Their own training would be mainly directed to understanding the goals and purposes of distance education.

TM: (v)

a) *Distance Learner*

Introductory note

Central to any delivery system in distance education is the target group to whom the distance courses and materials are directed. The success of the programme depends on the quality of the final outcome of the process, that is the quality of students' learning. In the case of the training programme for distance learners, course materials need meticulous care because they must ensure objectives comparable to those any conventional school, teaching face-to-face, will set for its clientele. Given its more systematic methodology and its repertoire of teaching devices the achievements can match and surpass those of class room situation.

Distance learners must learn for themselves by themselves how they must plan and maintain their own study programmes. They must know how to make maximum use of the time and of the limited resources available. Because they work in isolation, their needs are in some ways different from those learners who go through the conventional system. Learning to learn alone can sometimes be helped by workshops, as outlined below. However other student 'training' can be achieved within study materials, by separate print materials, and by broadcasting.

Aims

- To enable distance learners to survive and succeed in their personal study situation;
- To ensure that distance learners are aware of the support systems available to them;

Distance education

- To provide opportunity to some contact among distance learners and scope for some co-curricular activities.

Target clientele

Distance learners, especially those formally enrolled in courses.

Tasks and training needs

Tasks	*Training Needs*
– Obtain study resources, place, equipment, time, fees.	– Study skills.
– Manage learning tasks.	– Knowledge of local resources (persons, materials information sources)
– Decide courses.	– Knowledge of curriculum.
– Contribute to peer group activities, whenever possible.	– Information about other distance learners.
	– Knowledge of local support system.

Resources

Personnel:

- Tutors and subjects specialists from distance education systems.
- Radio and television personnel especially producers.

Material:

- Distance education handbooks for students.
- Study guides.
- Audio and video facilities and materials.
- Recorded audio and video programmes.

Workshop objectives

The following outcomes will be achieved by the learners at the end of the workshop. They will be able:

- To use more efficiently materials and support structures which are available within the distance system;
- To judge their own progress, organize and pace their studies better, know how to overcome their learning difficulties;

- To have confidence in their learning tasks;
- To promote contact and interaction with other students;
- To achieve a sense of pride, loyalty and commitment to distance education.

Content

- Distance education, purposes and possibilities.
- Use of distance education study material.
- Individual progress reports.
- Study skills: organised learning; presenting assignments; examination technique etc.
- Avoiding isolation: finding facilities; using the communication system; linking with others.
- Methods of assessment and evaluation.
- Role of parents in distance education and their contribution to the personal growth of children.
- Clubs and social activity.

Process/activities

- Classroom instruction sessions.
- Meetings with personnel who prepare materials: presentation of content by distance educators.
- Individual tuition.
- Group radio and television study.
- Exchange of experiences of learning, problems of motivation.
- Explanation of sources of support guidance and counselling, libraries etc.
- Visits to resource places or places of special interest.
- Examples of assessment, grading: discussions with tutors on standards.
- Forum: pupils and parents.
- Form interest groups plan activities (correspondence etc). Social activities and singing, dancing, sport.

Evaluation

- Assessment by team consisting of organisers and resource personnel, of achievement of objectives;
- Assessment of workshop activities by participants (e.g. using a 5-point scale) and indicating their preferences;
- Plan further enrichment activities based on feedback.

b) *Parents, Families and Neighbours of Distance Learners*

Introductory note

A training manual for parents and families of distance learners will, by the nature of the undertaking, limit the clientele of the workshop to those who have their children in distance education systems in their country. It may be difficult to consider as practical a workshop for parents in countries where there is massive illiteracy or social disadvantage or where size, terrain or level of development are problems. However the main task of distance education in the above situations may be to create awareness of the significance of the opportunities which distance education provides for their children and other students of the community.

Aims

- To inform and gain support from communities where distance education provides opportunities for children;
- To encourage local leaders to consider distance education opportunities among their aspirations.

Target clientele

- Parents and family of enrolled students.
- Local leaders with concern about education in their community.
- Local resource persons (health, agriculture, education) who could help distance learners.

Tasks and training needs

Tasks	*Training Needs*
– Provide physical requirements (place of study and for keeping study materials safe, writing materials, light, heat, radio/TV)	– Awareness of distance education.
– Supervise learners schedule of study, assignments etc.	– Knowledge of relevant local resources and support systems.
– Adopt encouraging attitude.	– Knowledge of outline curriculum, requirements.
– Provide information/ideas from own education if possible and from other sources.	– Knowledge of distance education.
	– Inculcate favourable and positive attitudes.

- Monitor cultural/ethical/social appropriateness of material.
- Provide for co-curricular needs.
- Contact organisations, resource persons on learner's behalf.
- Favourable and positive attitudes towards the learner and the system.
- Interaction with other parents.

Resources

Personnel:

- Distance education personnel such as course co-ordinator, tutor, editor and media personnel, regional/local support personnel.
- Teacher, counsellers, guidance teachers, career teacher.
- Other parents especially from parents association.
- Community resource personnel and leaders.
- Distance learners.

Materials:

- Handbooks and information pamphlets available from distance education system.
- Assortment of modules and other learning materials used in distance education.
- Charts and diagrams showing the structures and process of distance education system.
- Audio visual presentations about distance education.
- Information about learners' difficulties.

Workshop objectives

- Create an awareness that it is possible to learn through distance system if the parents play a positive role;
- Make parents family aware of their role in distance education as an extension of the learning system to the home;
- Develop a sense of commitment towards parental tasks in distance education and foster such learning;

- Help understand the problems of child growth and how to look after the children and guide them in their studies;
- Provide physical conditions necessary for distance learning;
- Set study targets in consultation with their children;
- Keep schedules in learning;
- Provide resource material, news and information etc.;
- Reinforce learning experiences by providing for further learning opportunities by way of contact with tutors, teachers and people with special abilities;
- Learn for himself how the system of distance education works, its methodology, delivery system, study routine, tutors assignments etc.;
- Pool resources, and provide opportunities with others through parents teacher association etc.;
- Provide supportive material by organising trips, picnics, field trips, excursions, museum visits, family visits etc.;
- Foster sense of discipline, both among children and/or among parents themselves as regards distance education requirements and schedules.

Content	*Process/activities*
– Distance education system and learners.	– Lectures based on distance education student manual, if possible supported by audio and video material.
– Psychological needs of children; personalised instruction.	– Talk by an expert on psychology.
– Problem of motivation for distance learners.	– Group survey and discussion.
– Parental and family assistance.	– Group survey and report within session.
– Use of library, media.	– Visit to library; contacts with resource personnel.
– Use of community resources (persons and materials)	– Catalogue materials available.
– Setting targets and objectives and how to supervise.	– An exercise to identify available resource persons and other local resources and consider their appropriateness, relevance, adaptability, utility etc.
– Co-curricular activities.	
– Alternative forms of communication.	

Content	*Process*
	– Co-operative activity with distance education tutors.
	– Organization of field trips.
	– Maintaining association after workshop.
	– Consider practicality of radio, telephone, local publications etc.

Evaluation

Opinionnaire. A survey of reaction of participants regarding:

- Content of the workshop.
- Behavioural and attitudinal changes resulting from Workshop.

C. SUPPLEMENTARY TRAINING MODULES

Various devices or activities contribute to training, some in place of workshops, some to extend their effect. Some of these other means of training were considered by participants of the Colombo Workshop. They vary in scale and scope and are to be subjected to substantial editing. They are reproduced here to balance the preoccupation of the previous section with workshops, and as examples of group exploration of a wider range of training possibilities, some of which point towards a lifelong professionalism that can be expected to emerge among distance educators.

I. What is a supplementary training module?

What is a supplementary training module and how is it used?

If the main framework of training is the workshop, then there is need for other activities that can occur outside that framework.

The attached modules review some of the different kinds of training opportunities that ensure that training for distance education is a continuous, career-long process.

II. Exemplar modules

Type: *Attachment*

1. **Who Receives Training?**
   (Target group)

   1. Policy makers of Distance Education system
   2. Administrators: –
      a) Heads of different administrative Units in Distance Education.
      b) Regional heads responsible for the implementation of the programme.
   3. Senior officials and managers – central and regional level.

2. **Description**
   (Purpose)

   1. To obtain an overview of the Distance Education system in the country of attachment with special reference to the following aspects:–
      a) Theoretical basis of the Distance Education system.
      b) The organizational structure.
      c) How the administration works and
      d) How efficient it is.

2. To consider appropriate policy changes, and ways and means of improving the administrative set up of one's own country by making a comparative study of the two systems.

3. **How are they helped?**
(content and process)

1. A briefing to be given by the specialist in Distance Education on the following:–

   a) Role of Distance education in education system.

   b) Development of the Distance education system in relation to the normal school system.

   c) Organizational structure of the Distance education system and

   d) Administrative net-work and its function.

2. Visits to:–

   a) Various types of conventional schools

   b) Distance Education Headquarters, regional offices and study centres

   c) Radio and T.V. studios.

3. Meet:–

   a) Directors, heads and senior officials of the Distance Education systems.

   b) Professionals (e.g. course writers, senior tutors, etc.)

   c) Representatives of the Distance learners.

4. Participate in face to face contact session in the capacity of observer and colleague worker.

5. Compile a report based on the experiences obtained. Include proposals for the improvement of the administrative structure and organization of one's own country.

6. Access to audio-visual sample teaching programmes.

4. **Who takes initiative?**

Ministry of Education and the Department responsible for Distance Education.

5. **What Resources?**

Budget often comes from international or bilateral agency: or is included in contract arrangements with another distance education system.

6. **What are the Benefits?**

1. Broadening one's horizon of Distance Education system.

2. Acquiring a comparative knowledge of the two systems, that would help in re-shaping and improving policy and the administrative set-up of one's own country.

3. Giving opportunity for the inter-exchange of ideas about Distance Education system.

4. Preparing the background for possible co-operation between the countries in promoting the Distance Education system.

7. **What are the Disadvantages?**

1. Attached person is often alone and has no homeland colleague with whom to share experiences and deeper awareness.

2. Language and social difficulties may limit quality of experience.

Type: *Consultation*

1. **Description**

In the initial stages of developing a DE system, when such a system is in progress, one of the modes of training DE personnel is consultancy.

Consultancy is when specialists and experts from well established DE systems advise DE personnel. Such specialists may conduct independent consultation sessions or be participants in a programme. In any case such consultants are expected to give the training programme relevant guidance and direction so that the DE personnel undergoing training will develop the necessary competencies to effect the national DE programme successfully.

2. **Who receives training?**

1. Experienced personnel in the DE system like course writers, editors, layout personnel, tutors, correspondence teachers, and administrators.

2. New recruits to the DE.

3. Personnel who are attached to the DE.

3. **How are they helped?**

1. Participate in the lectures and discussions headed by specialists.

2. Participate in workshops.

3. Read the reports, books etc. presented by specialists.

4. Listen to cassettes etc. used by the consultants.

4. **Who takes the initiative?**

People who are responsible for the training of DE personnel.

1. Officers of the DE Branch.
2. Officers of the Regional Centres.

5. **Resources**

Handouts and reports prepared by the consultants.

Audio-visual material brought by the consultants.

Lead papers, text books, magazines etc. brought by the consultants.

6. **What are the benefits?**

1. They will come to know of other DE systems.
2. They will study the objectives, plans, processes and techniques etc. in other DE systems.
3. Develop correctional and directional devices for the improvement of the national DE system.
4. Generate new impetus to activate the national system.
5. Set goals and develop tasks to achieve these goals at central and regional levels.

7. **What are the disadvantages?**

The experts own system may provide too dominant a model; but this is likely to be modified by his working within the local system and its constraints.

Type: *Bulletin*

1. **Description**

In the preparation of DE personnel the workshop may be considered as a very important mode of training. However, these personnel should be in touch with current information regarding the DE before and after the workshop. With this in view it is very essential to provide a collection of such up to date information in the form of a bulletin. This bulletin could also contain more advanced discussions and research information related to the field of DE. A bulletin of this nature can enlarge the horizons of thinking pertaining to the theory of practice of DE.

2. **Who receives training?**

Experienced personnel in the DE system like course writers, Editors, Layout personnel, Tutors, Correspondence teachers, and Administrators. New recruits to the DE.

Personnel who are attached to the DE.

Principals and Teachers of schools who are related to the DE system.

3. **How are they helped?**

Provide a copy of the bulletin to each of them.

Provide a summary of the contents of the bulletin in the form of a newsletter.

Inform the personnel as to where this bulletin is available for reference.

Provide these bulletins at the study circles.

4. **Who takes initiative?**

People who are responsible for the training of DE personnel such as Director of DE systems with training responsibility DE staff interested in publication and communication.

5. **What resources?**

Materials derived from staff development programmes

Publication resources

Delivery system

Regional Centres

6. **What are the benefits?**

To readers

They will keep in touch with the DE system

They will internalize current ideas pertaining to DE on:

- more efficient methods of management
- the quality of course material
- the quality of work at contact sessions and study circles

To contributors

They will carry out small scale research projects or action research.

7. **What are the disadvantages?**

Sometimes there can be mis-conceptions with regard to the contents in the bulletin.

The bulletin may not reach personnel in time.

Personnel may not always reach the standards expected in performance of DE functions, as defined in the contents in the bulletin.

Type: *Newsletters*

1. Description

Newsletters could be of great help in the dissemination of educational information to the distance education. They also could be used for educating people who will publish papers and to sensitize others as well who are not professionally involved.

Participants in training who produce newsletters

- gain considerable knowledge on DE
- realise the significance of a Newsletter in the spread of education
- gain publishing experience if they:
  a) possess the ability to carry on the administrative work involved in publishing
  b) know the processes involved in publishing a Newsletter
  c) edit and comment critically on materials and illustration
  d) learn the style of writing and presentation which is relevant to his target.

2. Who receives training?

1. Personnel who compile, edit, produce newsletter
2. Administrators, co-ordinators, tutors, course producers, editors, technicians, radio and television programmes, who write items on their work.

3. How they are helped?

1. Information of knowledge nature and structure of DE system.	Appraise, compile contributions about distance education.
2. Knowledge on the structure Newsletter; what it should contain and the qualities which makes a newsletter appreciable.	Study various Newsletter and design a common format layout. Express views on the layout drawn.
3. Information and techniques on how to publish a newsletter.	Experienced people in the field supplies the knowledge applicable to publish a newsletter. Co-operation with a printing section.

4. Who takes initiative?

- Heads of distance education system
- Interest groups within distance education system
- Communicators, writers, broadcasters etc. interested in informal communication.

5. Resources

1. Personnel trained in DE
2. Experienced publishers and editors
3. Contributors of items
4. Reference materials on Distance Education
5. Other newsletters as source materials and examples of formal style, content
6. Materials, processing and publishing.

6. Benefits

The person in the profession gets following benefits:

a) increase their knowledge about the structure and organisation of the system

b) develop skills necessary for DE system

c) promote inter-relationship with others

d) stimulate the people to do their jobs with greater interest and commitment

e) become aware of the problems and issues on DE

f) becomes an active partner in the growth of DE by contributing articles

g) as a result of the training programme a training resource module could be produced.

7. Disadvantages

May create an extra burden with insistent regularity for team busy with materials production.

Temporary in nature, so good ideas may be filed away irretrievably.

Type: *Journal*

1. **Description** (What the journal is going to be)

A collection or portfolio in Distance Education where experts are invited to contribute about the features of systems and their links with the mainstream of ideas. Its aim is to disseminate information about theory, research and practice in Distance Education including correspondence studies, external studies, educational technology, educational radio and television and other media.

2. **Who receives training?**

Readers and Writers: Subscription opportunity extends to all those who wish to learn or communicate about Distance Education and those who wish to read or write about their interests in a distance education. Communication through a journal can be worldwide.

3. **How are they helped?**

They are helped, by providing through the articles in the journal, insights into recent thinking, knowledge and experiences in Distance Education presented by specialists. It will also provide factual and statistical information. It will provide encouragement to future contributors. It will encourage innovative distance educators to try for innovation. It will provide an easy index for reference material. Those who compile, edit and produce a journal must critically appreciate the material which is submitted either by themselves or with the help of a specialist editorial board: this process is valuable experience and training.

4. **Criteria to build a journal**

- Training organizer must think of possible clientele, printing cost, sales promotional aspects (possible people to whom the books can be sold) sales promotion and marketability.

Structural features of the journal

- Articles of significance about distance education.
- Journal will contain a serial order, table of contents which will give lead articles, review of books. It will also give guidance on format and style to intending contributors. It must have a durable cover, good format, clear and precise editing and all the other features of a good publication and be constant with the principles used in publishing Distance Education materials.
- It must have a style of its own logo. It will have a subscription; it needs attention to its financial management.
- Author of each article must be indicated with a biographical note which would help readers make further professional contact.

- Any keynote information about events and activities that are likely to take place.
- It can have advertisements of educational publications and aligned agencies.
- It must indicate when the next set of articles should be submitted and to whom inquiries should be addressed and how to purchase past copies.

  Indicate price (if possible fix price at economic cost).

  Indicate local agents.

Content

- Articles will be divided into theoretical studies current principles, status reports, case studies use of media, innovative techniques and short notes on new developments, recent publications.

  References with regard to reports and surveys.

5. **Who takes initiative?**

Director of the programme, steering committee including the editorial board among those who wish to disseminate Distance Education.

6. **What resources?**

Specialists, international and local as writers and reviewers.

Financial resources.

Editorial, printing, publication resources.

Language editors, designers, proof readers, compositors etc.

7. **What are benefits?**

Opportunity to express new ideas and report research.

Dissemination of knowledge to colleagues.

Window for local distance education writers (international recognition).

Provide up-to-date ideas and references.

Promotes sense of professional community.

Pride in common and collective enterprise.

Promotion of ethical standards for professionalism.

Provides guiding resource material for workshops.

8. What are disadvantages?

Danger of being too philosophical and theoretical; cost increase if there is need to print in different languages.

Type: *Conference*

This training programme will enable the organizer to prepare a work plan for a conference, knowledge of items that are included, nature of activities that are to be undertaken before, during the after the session and sequence of activities that should be carried out.

Topic for the conference may come from such broad aspects of DE as the place of DE in the educational system, its role and functions, practices in different situations and countries and other salient features in DE.

1. Description

Bring together experiences and expertise of a body of people who may have more or less similar background, goal, orientation and objectives in mind to talk on some common themes that the organisation thinks are related on a common topic. It can also be described as face to face contact conducted by a small group of experts who discuss the particular subject or topic with the group. The sessions are usually held on subjects where there is not much material available or where there is no solution. This conference is brought about by the organiser to focus attention on problems of DE and disseminate knowledge and experience to the participants in particular and to the public in general.

2. Who receives training?

Directly the organizers and the personnel invited.

Indirectly by the public and by the persons who do research studies i.e. those who look for information.

3. How are they helped?

Pre-session activities (Pre-conference).

Fixing venue, data, time, duration, agenda which will prevent boredom, objectives, list of speakers, title.
General programmes.
Nominate office bearers.
Invite President early on time.
Letter of invitation individually to all participants.
Public announcement by newspapers, radio, T.V.
Handouts.
Preparation and typing and duplicating, arrangements for refreshments
Seating arrangements.

Inaugural routine.

Invitation speech by the organiser. Invite chairperson to sit, seating.
Invitation to guest speaker.

To ensure high level of participatory response provide for sound, light, attendance service, room, transport, physical comfort, facilities for recording speeches, assign time for each presentation.

Concurrent activities.

Assign tasks to conference hall servicing staff which will include documentation officer, officer for distributing material, a media personnel, a reporter.
Introduce speaker briefly, give background information too.
As the speaker speaks there must be recording.
Presentation of theme papers, allow as per agenda (time).
Draw attention by the indicator if he is exceeding the limit of time given.
Thank the speaker.
Open the paper for discussion, give required time, invite audience to ask for clarifications.
Close discussion.
Similarly follow the same procedure with other speakers.
Give brief summary of the speech by Chairman.
Ensure reporting of daily proceedings.
Winding up session, evaluation by Chair.
Thank speakers, all participants, organizational staff and others.

Post session activities.

Compile reports into session proceedings.
Edit, include other relevant details such as preface, participants, etc.
Release to printers.
Send copies to participants, libraries.

4. **Who takes initiative?**

Professional associations.
Training Organiser.
Groups of scattered individuals with similar interests.

5. **What resources?**

DE personnel.
Experts, those knowledgeable in the process of DE, teachers, parents and community leaders.
Specialists, policy makers, planners, administrators.
Resource persons.
Conference facilities (accommodation) and organizations.

6. **What are the benefits?**

Sensitization.
Creating awareness.
Pin-pointing strength.
Open up avenues and areas that need solution.
Develop attitudes of empathy, spirit of co-operation.

Desire collaboration.
Opportunities for resource utilization.
Redefining of goals.
Think on further activities and follow up work.
Cordial relations and interactive spirit.
Controversial points might create innovative ideas.

7. **What are the disadvantages?**

Diffusing of objectives.
Lack of clarity of objectives.
contributions may not come up to the expectations, thereby discouragement.
Lends to boredom; presentations commonly similar mainly one way talk.
Controversial points might occur creating dissension.

Type: *Mid career training of Distance Education personnel*

1. **Description**

While being attached to the Service they take courses on DE offered by DE institutions, e.g. Ministry of Education/Universities/Departments of Education etc.

2. **Who receives the training?**

Course planners, lesson writers, editors, tutors, councellors, regional co-ordinators, those handling support services etc., those who wish to join distance education institutions or start DE courses in their own places of work.

3. **Entry abilities**

Experience within the system. Minimum academic qualifications acceptable to the training institution for the particular course; relevance of present occupation to DE techniques.

4. **How they are helped?**

The will acquire professional qualifications, improve skills in their particular area of expertise, upgrade existing theoretical knowledge of the subject; learn about new developments in theory and practice of DE. They will come into contact with leading professionals and follow educators; will become capable of handling more than one role within the DE system. A total view of the DE system will enable collaboration and co-operation with others in the system.

5. **Who takes initiative?**

Institutions that provide DE courses; e.g. Ministry of Education, university.

6. What resources?

Efficient course teams to provide teaching, material and other support services. Different modules should be available for different functions within the system. Efficient regional service, man and material resources for holding seminars and workshops. Audio visual equipment; films, cassettes, slides. Library facilities in the regions. Sufficient finances. Well planned assessment procedures.

7. What are the benefits?

To participants:

Additional professional qualifications. Opportunity for professional advancement gains a sense of competence and confidence. Following the course while in service provides opportunities to the learners to practice and observe the efficacy of what is learnt. Gets the opportunity to acquire up-to-date skills in his area of expertise; enables him to provide feed-back to the system; will learn, from first hand experience about the strengths and weaknesses of the system.

To the system:

Enables the DE system to maintain a high level of efficiency by upgrading a high level of efficiency by upgrading the professional capacity of staff, does not have to withdraw them for a continuous period from the system to upgrade efficiency; a quicker way to train large numbers, ensures a supply of trained personnel. Can overcome limitations in facilities for face to face training. Degree of success or failure of the course will provide very useful feed-back to the system.

8. Disadvantages

Intensive training in particular skills may not get attended to sufficiently. Different levels of achievement and skill among those who enrol for a given course may be a disadvantage from the point of view of achieving levels of skill envisaged by the trainers.

Type: *Study Programme:*
Pre-Service

Pre-service training is the most basic and essential way of training professionals and officials.

1. Training Purposes

To train persons who are going to join the system having no previous experiences or knowledge about and for the system.

2. Who receives training? They may come from:

1. New graduates of the University Colleges
2. Intending school teachers, to bring distance education as course option

3. Employees from other agencies
4. Students straight from school.

3. **How are they helped?**

They qualify to enter worthwhile profession:

1. By receiving lectures on:
   a) Philosophy of the system
   b) Aims of the system
   c) Structure and organisation and working of the system
   d) Nature of the tasks and responsibilities in the system
   e) Range and integrated use of resources
   f) Distance learners and learning.
2. Observation of the different sections, persons on their work.
3. On the job practice and tasks to be performed by them in the future e.g. writing materials in course teams acting as utilizers, local support persons.
4. Have them practice uses or materials, equipment, tools and materials available in the system which they will use to get job places.

4. **Who takes initiative?**

1. DE system.
2. Teacher Training Institutions.
3. Broadcasting agencies.
4. Other agencies who need trained personnel to be employed, for example: agriculture extension services, health education services etc.

5. **What resources?**

1. Permanent training staff with knowledge and experience in distance education.
2. Contributions from active distance education personnel administrators course producers broadcasters, tutors, local support staff.
3. All materials and equipments including library available in the system.
4. News letters, newspapers, manuals, bulletins and journals.
5. DE materials used by learners, other manuals, guides, instructions sent to learners and other personnel.
6. Broadcasting programmes.

6. What are the benefits?

1. Providing young and new permanent staff for the system to:
   a) Replace the leavers
   b) Providing newly needed personnel
   c) Bring further changes and development and extension to the system.
2. Regular contact is available between trainers and learners.
3. More time for discussions and demonstrations.
4. Provide people with more specific qualifications.
5. If trainees are part of larger group for teacher education sensitized others to distance education possibilities.

7. What are the disadvantages?

1. Not easy to select persons to be trained; some wastage.
2. Takes long time to train such kind of trainee.
3. Needs much money to be spend especially when the number is small.

Type: *Study Programme:*
Broadcasting

1. Description

Broadcasting is a distance education medium which can be used to supplement the training of distance educators, especially regional and local support staff at a distance from the central organization.

2. Method

Make a preliminary:

- Survey of the training needs of the clientele in conjunction with other training activities.
- Survey broadcasting material available for clientele in keeping with needs of clientele.
- Solicit broadcasting time for maximum participation and suitable to the clientele.
- Select with the assistance of technical staff, suitable BC material, preferably under following criteria:

  understandability
  linkage with other components
  pacing
  quality and audibility
  conveying the real message

- Prepare timetable schedules, programmes and tests to measure terminal behaviour change.
- Post co-ordinated written materials (giving content activities, response forms, timetable and programme schedule) ensuring their safe delivery.
- If possible, use talk back in the programme for motivational and personal interest.
- Post broadcast activities – receive all feedback for analysis.
- Channel to training organiser and participants the feedback results.

3. Who receives training?

Local and regional distance education system professional personnel, non-professionals close to student (including utilizers), parents, local community leaders, utilizers, teachers, students.

4. How are they helped?

Gain experience of alternative medium.
Can continue training begun or another form, or can prepare for training.
Helped to recognise integration of elements of system of distance education.

5. Who takes initiative?

Resource personnel who wish to prepare for or follow up training workshop.
Broadcasters in distance education system.

6. What resources?

Radio, Cassette tapes.
Listening and working facilities.
Print-medium support materials.

7. What are the benefits?

- Personal experience of distance learning.
- Illustrates alternative format for presentation of material compared with workshop presentation.
- Learn at leisure in home environment.
- Maximization of utility value of time.
- Well prepared lessons by specialist teachers, delivered by trained staff, in carefully scheduled format.

8. What are the disadvantages?

- Inability to synchronise individual listening time with broadcasting time due to illness, unavailability and technical failures.

- Tendency to work individually and not develop social attitudes.
- Lack of peer influences.
- Lack of support from colleagues.
- Delivery system not personalized for individual needs.
- Inherent learning difficulties e.g. language.

D. GLOSSARY OF DISTANCE EDUCATION TERMS

There is some diversity in the terminology used in different distance education systems, especially in the titles assigned to personnel undertaking various functions in the system and sub-systems. The following glossary explains many of the terms used by the Colombo Workshop in developing this Manual but are derived from the terminology used by the Islamabad 1983 Seminar on Distance Education.

Computer: Equipment, capable of great data storage capacity, high speed data control and sorting capacity, and ready access, with variety of operational uses to assist or manage learning including distance learning; initial uses in distance education mainly administrative with some instructional uses in mathematics and computing, but further instructional uses are developing rapidly.

Counsellor: Advises students about choice of courses; responds to students difficulties in study and other situations; offers advice about study skills, personal difficulties, contacts with tutors and other resource persons; helps 'personalise' system for individual student. [See TM: Tutor-Counsellor]

Correspondence education: Form of distance education (q.v.) which relies on postal materials mainly written materials i.e. print text distributed from system, written assignments from learner, written comments and assessment from tutor. Some systems have low repute if materials are dull, tutor responses inadequate and fees high. Some systems of outstanding repute have added cassettes to materials sent through mail, developed local support services, and maintain high standards of presentation and individualized response.

Course co-ordinator: Manages the production operation for a distance education course or a major study component for it; is concerned with allocation of responsibilities, schedules for the completion of tasks, efficient completion and onward movement of material through the production system including integration of various media elements. Maintains oversight of student activity tutorials, assessment, course evaluation and redevelopment.

Curriculum designer: If distance education system has independent curriculum, contributes (usually as part of team) to decisions about selection, order, interpretation of content areas, which guide writers and editors in constructing study guides, or other modules of content. If distance education system follows predetermined curriculum, selects appropriate content areas, order, etc. so that writers, etc. can produce study materials. Maintains supervision of overall content.

Distance education: Process (and its systematic form) which allows education to proceed although learner and teacher are separated by space and time; uses variety of media (print-correspondence; broadcasting-radio, t.v.; telecommunications-telephone, computer, satellite); allows education to reach inaccessible areas, students to study while working, second chance opportunities; teaching quality maintained by systems approach to materials, production, delivery, support services;

economical, despite initial establishment costs, especially when materials reach mass enrolment [also known as 'external studies', (Australia) 'extramural studies' (New Zealand). See also Correspondence education, Open education.]

Module: One self contained part of a series of parts which constitute a whole e.g. a study module in a distance education course may contain material for study, indications of how to manage and extend study beyond material included, assignments, self evaluation checks etc. A training module is a design of a training programme for one category of personnel, among several others.

Open education: 'Open' in several senses; (i) no formal entry or age restriction; (ii) accessible on public broadcasting media; (iii) curriculum independent of formal school or university curriculum, and designed for wider adult group of learners; (iv) not tied to campus and available anywhere and everywhere; and (v) no restriction on enrolment numbers. Not all 'open' education institutions manage all these characteristics.

Role: Customary pattern of behaviour, attitudes, responsibilities and skills expected from particular position in an organisation.

Satellite: Telecommunications equipment suspended in space, capable of uninterrupted ground-satellite-ground transmission between multiplicity of fixed points. Transmission quality allows rapid expansion of telecommunications (q.v.) into areas previously inaccessible, and transmission of material in novel forms and at improving economic rates.

System: Interrelated activities (and a way of representing them) which are designed to generate continuous productive activity which flows around the various parts of the system, each part with its particular function. Systems are interactive in both directions i.e. the completion of a task in one part as a response to a previous part generates further action not only in the next part but further action in the previous part, e.g.:

Tasks: Regular activities that are expected of, and should result from, any particular role (q.v.).

Telecommunications: Systems, many involving high level of technology, which enable conversation, data exchange, sound and visual material to be transmitted between individuals or among groups over great distances with possibility of immediate response.

Training: Process of preparation for particular roles, tasks and functions (q.v.). Commonly in distance education, a form of retraining of personnel already possessing skills (in teaching, broadcasting, etc.) which they are then able to adapt to distance education requirements.

Training need: Specific competencies which training will achieve or improve, provided it is directly relays to specific skills and other requirements.

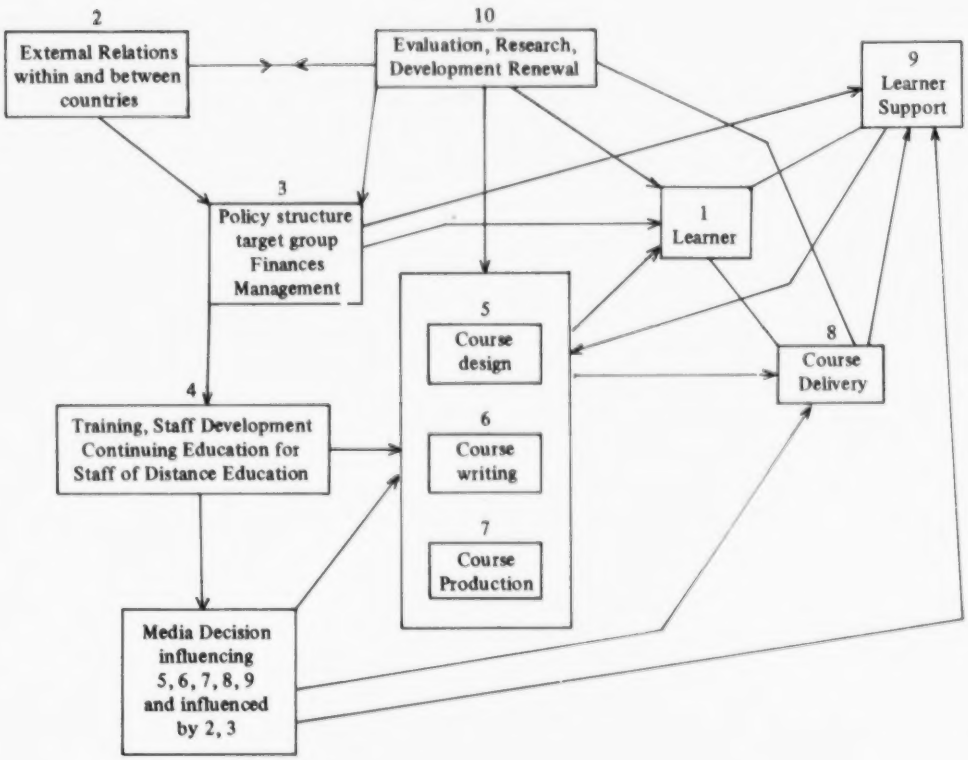
Tutor: Contact person for individual distance learner; receives and assesses student assignments; makes personal contact (face-to-face, telephone, correspon-

dence) with learner; relates student situation and performance to course co-ordinator.

Writer: (a) Print course writer; subject specialist; writes text as requested by curriculum designer and course co-ordinator; adapts format and style on advice of editor. (b) Script writer, radio: performs same task as print writer but for radio presentation (e.g. dialogue, drama); adapts material on advice of producer; script-writer, television; same tasks as above but for television presentation (drama, panel, interview, feature) on advice from television producer. (See TM's; Radio script writer; Television script writer.)

(APEID *Training of Personnel for Distance Education* Report of Regional Seminar, Islamabad, August, 1983, p. 6)

Inter linkages
among
Systems of Distance Education



Note: Several subsystems to have communication system, especially in subsystems 1, 2, 3, 4 and 5.

LIST OF SELECTED APEID PUBLICATIONS
RELATING TO DISTANCE EDUCATION

* Distance learning for teacher education (3 volumes). 1982

Training of personnel for distance education. 1984

Distance education: exemplar training materials. 1984

Distance learning systems and structures – training of distance educators; report. 1985

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* Out of stock

The Asia and Pacific Programme of Educational Innovation for Development (APEID) has as its primary goal to contribute to the building of national capabilities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the Member States.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through over one hundred national centres which they have associated for this purpose with APEID.

The 25 Member States participating in APEID are Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey and Union of Soviet Socialist Republics.

Each country has set up a National Development Group (NDG) to identify and support educational innovations for development within the country and facilitate exchange between countries.

The Asian Centre of Educational Innovation for Development (ACEID), an integral part of the Unesco Regional Office for Education in Asia and the Pacific in Bangkok, co-ordinates the activities under APEID and assists the Associated Centres (AC) in carrying them out.

The programme areas under which the APEID activities are organized during the third cycle (1982-1986) are:

1. Universalization of education: access to education at first level by both formal and non-formal means;
2. Education for promotion of scientific and technological; competence and creativity;
3. Education and work;
4. Education and rural development;
5. Educational technology with stress on mass media and low-cost instructional materials;
6. Professional support services and training of educational personnel;
7. Co-operative studies and innovative projects of research and research-based experimentation related to educational development.